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ABSTRACT

The objective of the survey was to seek answers to 2 questions: (1) According to tribal leaders, Indian parents, Indian students, state departments of education, local school administrators, and teachers, is a reading and language development system based upon Indian history and culture feasible? and (2) Is it feasible to design and create a reading and language development system which has a large enough potential population of users so that it is economically feasible as well as being effective and relevant to the diverse ethnic and racial groups found in public school primary classrooms? A stratified sample of Indian leaders, Indian parents, and Indian students (from the 2 Indian reservations of Idaho, Montana, Oregon, and Washington with the largest populations and the 2 Indian reservations in the 4 states with the smallest populations) and of state superintendents of public instruction, local school administrators, and teachers (from school districts related to the same Indian reservations) was interviewed and asked to complete a questionnaire. Survey results indicated that the Indian people and professional educators support the development of a reading and language system based upon Indian history and culture and agree that it is feasible. The open-ended comments of the Indian people indicated a strong personal need for culturally relevant material for primary grades. (Author/JB)

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FINAL REPORT

Project No. I-J-031
Grant No. OEC-X-71-0031 (057)

Darrell Wright, Project Director and
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Jefferson County School District 509-J
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Madras, Oregon 97741

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A Reading and Language Development System for Primary Grade Indian Students in the Pacific Northwest: A Feasibility Survey

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AUTHOR'S ABSTRACT

The objective of the Reading and Language Development System for Primary Grade Indian Students of the Pacific Northwest: A Feasibility Survey, was to seek answers to three questions:

1. Is a reading and language development system based upon Indian History and Culture feasible according to tribal leaders, Indian parents and students?

2. Is a reading and language development system feasible according to State Departments of Education, local school administrators and teachers?

3. Is it feasible to design and create a reading and language development system which has a large enough potential population of users so that it is economically feasible as well as being effective and relevant to the diverse ethnic and racial groups found in public school primary classrooms?

A stratified sample of Indian leaders, Indian parents, Indian students, State Superintendents of Public Instruction, local school administrators and teachers were interviewed and asked to complete a questionnaire. This survey population was located on the two Indian reservations of Idaho, Montana, Oregon, and Washington with the largest populations and the two Indian reservations in the four states with the smallest populations. The school people were located in school districts related to the same Indian reservations.

The results of the survey indicate Indian people and professional educators support the development of a reading and language system based upon Indian history and culture. Graphs and tables of Indian and Caucasian opinion indicate that 88% of the survey population agree that a new reading and language system is feasible. Ninety per cent of those interviewed would be willing to purchase a new system.

The open-ended comments of the survey population indicate a strong personal need for culturally relevant material for primary grades. Indian people strongly support the implementation of a new reading system that includes Indian culture and Indian history in the story content.

FINAL REPORT

Project No. I-J-031
Grant No. OEC-X-71-0031 (057)

A Reading and Language Development System for Primary Grade Indian Students in the Pacific Northwest: A Feasibility Survey

Darrell Wright, Project Director
Deni Leonard, Research Assistant

Jefferson County School District 509-J

Madras, Oregon

October 15, 1971

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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PREFACE

This report represents the combined efforts of various institutions and individuals. The Historical Research and Curriculum Development Project established by the Confederated Tribes of Warm Springs, Oregon in 1971 under the direction of the research assistant provided wage expenses and office support. The Tribal Council of the Confederated Tribes of Warm Springs provided moral support and the services of Mr. Lloyd Smith, Education Coordinator. The Northwest Regional Educational Laboratory provided planning assistance and technical advice through the services of Dr. Robert Rath. Mr. Delmar Geary of Warm Springs gave many hours in assistance to the research assistant. The Portland Area Office of the Bureau of Indian Affairs gave advisory board support and especially the services of Marie Schmidt.

Jefferson County School District 509-J, Madras, Oregon through Darrell Wright, Curriculum Director and Project Director of this survey, provided direction, financial accounting and over-all supervision.

INTRODUCTION

The research project, A Reading and Language Development System for Primary Grade Indian Students in the Pacific Northwest: A Feasibility Survey was conducted to determine the degree of support that exists among Indian people and educators for the development of a reading and language development system based upon Indian history and culture. This report will show that a high level of agreement with the questions exists and there is a significantly high degree of support for the reading system based upon Indian history and culture.

The problem can be recognized in several ways. One approach is to note the work of the Historical Research and Curriculum Development Project of the Confederated Tribes of the Warm Springs Indian Reservation of Oregon. This project conducted a teacher-orientation program for the faculty of the Warm Springs Elementary School. Sessions with teachers dealt with topics of teaching Indians habits and discipline on the home; high school students relating educational experiences during their elementary years; Indian customs, costumes, songs and dances; and the root feast and Indian religion. These video-taped sessions reveal that Tribal members and teachers see the need for culturally relevant curriculum in the Warm Springs Elementary School.

The teacher orientation video-tapes reveal that the Warm Springs Indian students can talk about Columbus, George Washington, or Kit Carson, but cannot tell about Tup-lush, the Warm Springs Treaty of 1855, or the year Indians were allowed to vote. "Why am I not taught my history in the Reservation", asks the Indian college student.

The majority of Warm Springs Indian students talk about tossed green salad, facial make-up, or modern mod styles, but cannot talk of Indian foods eaten by their respective Tribes, the Indian way to care for the Human Body, or the styles of their tribes' traditional dress.

Given the cultural ignorance of the Warm Springs Elementary School teachers about the history and culture of the Warm Springs, Wasco, and Paiute Tribes of the Warm Springs Reservation, and low achievement levels in reading after the Indian students leave the reservation, one can support the conclusion that the majority of Warm Springs Elementary School teachers cannot and do not interpret or give proper respect to the Indian values of the Warm Springs Reservation.

The life style of the Warm Springs Indian people is filled with Tribal religion, dances, tradition, and Indian expression; often called the Indian English. This report will show that Northwest Tribal leaders, parents, and students support a reading and language system based upon Indian culture and history taught in school.

The need for increased reading achievement can be seen by studying the achievement test scores of Indian students in public schools. For instance, the achievement scores of Warm Springs elementary students are consistently below national averages in all academic subjects. And, the measures of reading ability at the seventh grade level in School District 509-J show a majority of Warm Springs Indian students are nearly two grade-levels below non-Indian students.

The Pacific Northwest includes Idaho, Montana, Oregon, and Washington. The reservations were selected by size of population. The two reservations with the most population and the least populated reservation in each state were the tribes visited. Reservations visited in Montana were Crow, Rocky Boy, and Blackfeet. Reservations visited in Idaho were Coeur d'Alene, Lapwai, and Fort Hall. Reservations visited in Oregon were Umatilla and Warm Springs. Reservations visited in Washington were Colville, Yakima and Muckleshoot. Indian organizations interviewed include Northwest Affiliated Tribes, small tribes of Western Washington and National Congress of American Indians.

State Departments of Education in the four Northwest states were interviewed. Administrators and teachers from the schools with the largest Indian population of each reservation were interviewed. Another result of this report will show that the State Departments of Education, local school administrators, and teachers support a reading and language system based upon Indian culture and history.

A third result of this report will show that it is feasible to design and create a reading and language development system which has a large enough potential population of users so that it is economically feasible as well as being effective and relevant to the diverse ethnic and racial groups found in public school primary classes.

PROCEDURES

The data collection instrument was prepared by the project advisory board, then hand carried to the respondents over a two and one half month period. Fifty-one respondents of the projected sixty-two answered the instrument. Those not answering were either not available or scheduled for other appointments. The researcher moved from one interviewer leaving the instrument if an interview was not to be obtained within a two day period.

RESULTS

The following is a graphical and tabular analysis of the opinions expressed through the measuring instrument.

The first graph of twenty-two will show the Indian opinion compared to the Caucasian.

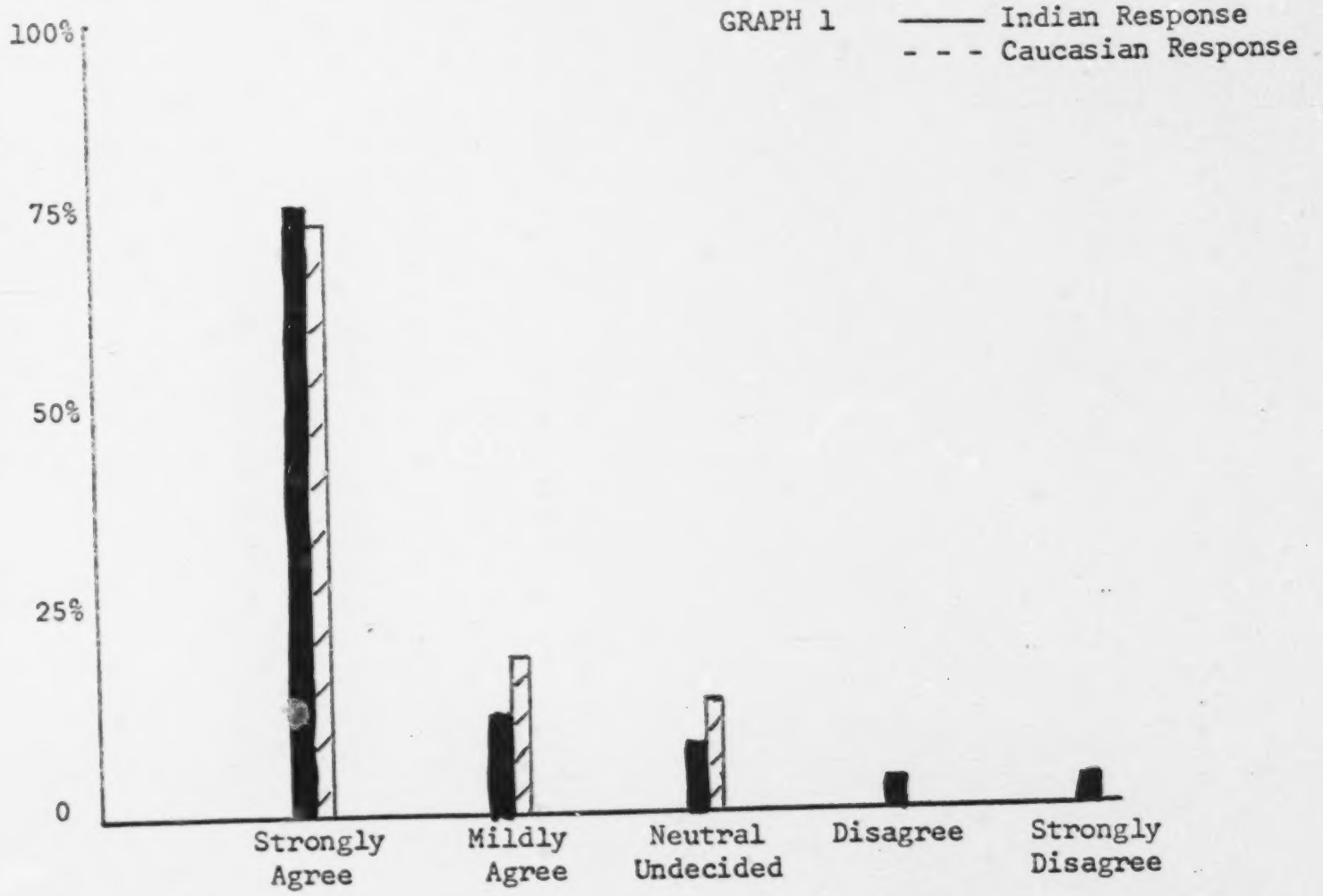
The second graph of twenty-two will show the Indian Respondent over 35 compared to the Indian Respondent 35 or younger.

The table will compare the Frequency and Per Cent of administrators, teachers, tribal councilmen, parents, and students. Keep in mind that one teacher is Indian and one administrator is Indian. No tribal councilmen, parents or students are White.

Following the table in each question will be the open-end comments. These comments are from the five respondents.

FIGURE 1-1

1. Do you agree that a reading and language system for primary children based upon Indian culture and history is feasible?



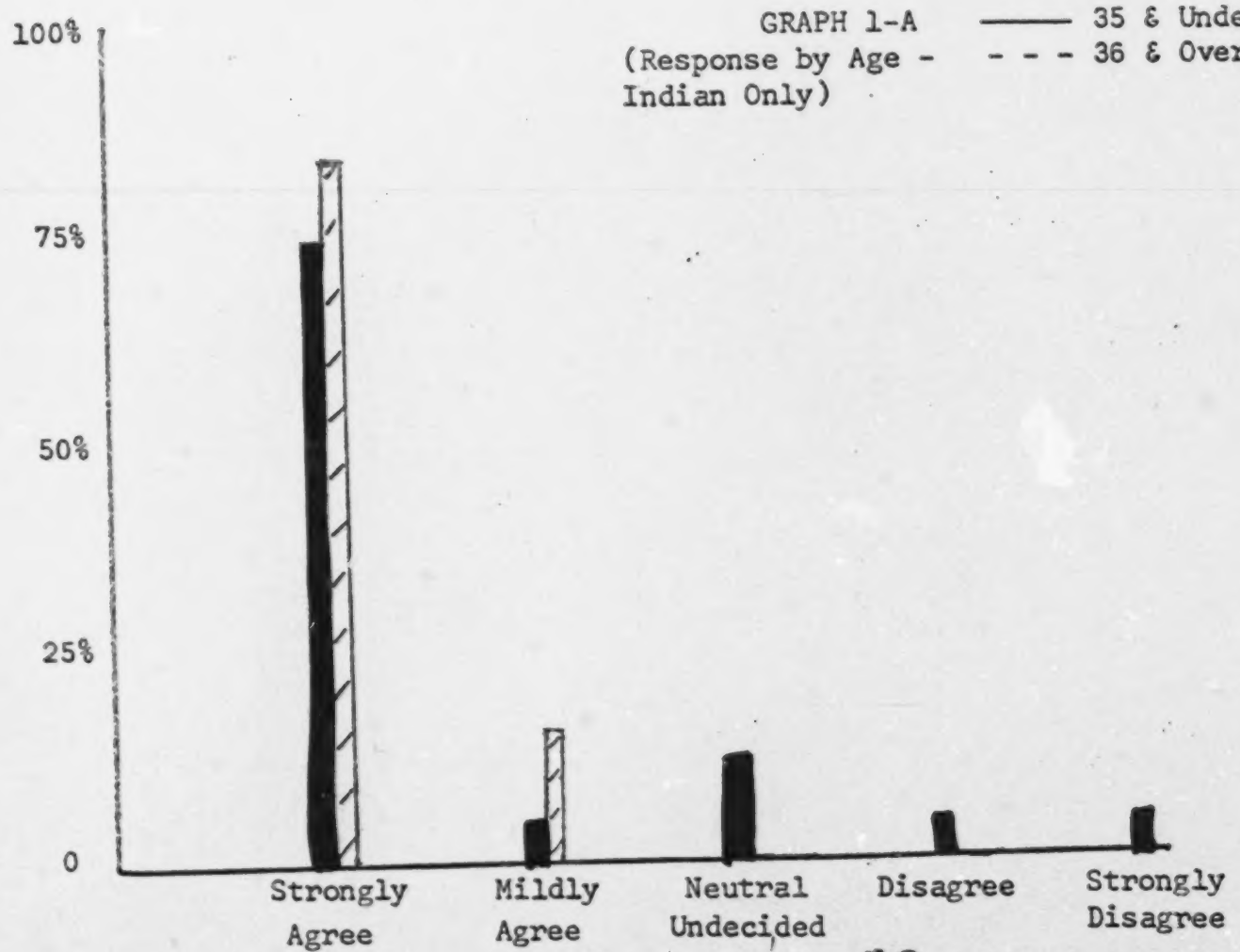


TABLE 1-1

1. Do you agree that a reading and language system for primary children based upon Indian culture and history is feasible?

		STRONGLY AGREE	MILDLY AGREE	NEUTRAL/ UNDECIDED	DISAGREE	STRONGLY DISAGREE	SUM
Administrators	f	8	1+0	2	0	0	11
	%	72	23	19	3	0	100
Teachers	f	7	3	0	0	0	10
	%	70	30	0	0	0	100
Tribal Council	f	8	1	1	0	0	10
	%	80	10	10	0	0	100
Indian Parents	f	8	1	1	0	0	10
	%	80	10	10	0	0	100
Indian Students	f	7	0	0	1	1	9
	%	78	0	0	11	11	100
TOTAL	f	38	6	4	1	1	50
	%	76	12	8	2	2	100

f = Frequency
% = Per cent

RESPONDENTS COMMENTS TO QUESTION 1: Do you agree that a reading and language system for primary children based upon Indian culture and history is feasible?

Lapwai Idaho Teacher

"Provided that there is knowledge of Indian culture and history."

Lapwai Idaho Student

"In the public schools on my reservation there is no Indian history or language teaching what-so-ever."

Fort Hall Idaho Tribal Councilwoman

"A lot of our Indian kids don't know their own history and language."

Fort Hall Idaho Parent

"To build a stronger self concept of himself."

Fort Hall Idaho Student

"Anything that would enable an Indian student to better identify with his background would be beneficial."

Coeur d'Alene Student

"I feel an Indian child coming from a reservation finds it hard to compete with the white man in his schools. A reading and language system would give him more pride in his background."

Blackfeet Montana Student

"Very much so, during the time someone is young they grasp much of what they are taught."

Blackfeet Montana Teacher

"I think it is necessary to help them relate to something they are familiar with. Thus speeding the reading growth. Sky scrapers are not familiar to our children."

Rocky Boy Montana Student

"I feel this would be a great idea because the children are losing their heritage by going to a white man's school and being taught white man's culture and nothing is being done to teach us our own."

RESPONDENTS COMMENTS TO QUESTION 1 (Continued): Do you agree that a reading and language system for primary children based upon Indian culture and history is feasible?

Rocky Boy Montana Teacher

> "I believe the child could learn to read much better when he is reading about something he knows about, rather than things foreign to him."

Rocky Boy Montana Administrator

> "An individualized approach would be great."

Crow Montana Student

> "I believe an Indian's identity can only be kept intact if language and culture is sustained."

Crow Montana Parent

> "Majority of the Indian children are not acquainted with their Indian culture."

Warm Springs Oregon Teacher

> "There is much evidence that interests and familiarities with subjects of stories read greatly increase efficiency and speed of reading ability."

Warm Springs Oregon Student

> "It is something I missed in my education that would have helped me."

Warm Springs Oregon Parent

> "I think it would be nice to read about their own people."

Umatilla Oregon Parent

> "There does not exist a reading and language system related to the Indian and their culture--it is something strongly needed for all Indian students of this day and age. Since the advent of the white man, the plan of assimilation has been to make the Indian a non-Indian and acquire white middle class values."

Colville Washington Tribal Councilman

> "Because in most instances what is taught at home compared to school, is so much different and what taught today in school is being used anyway."

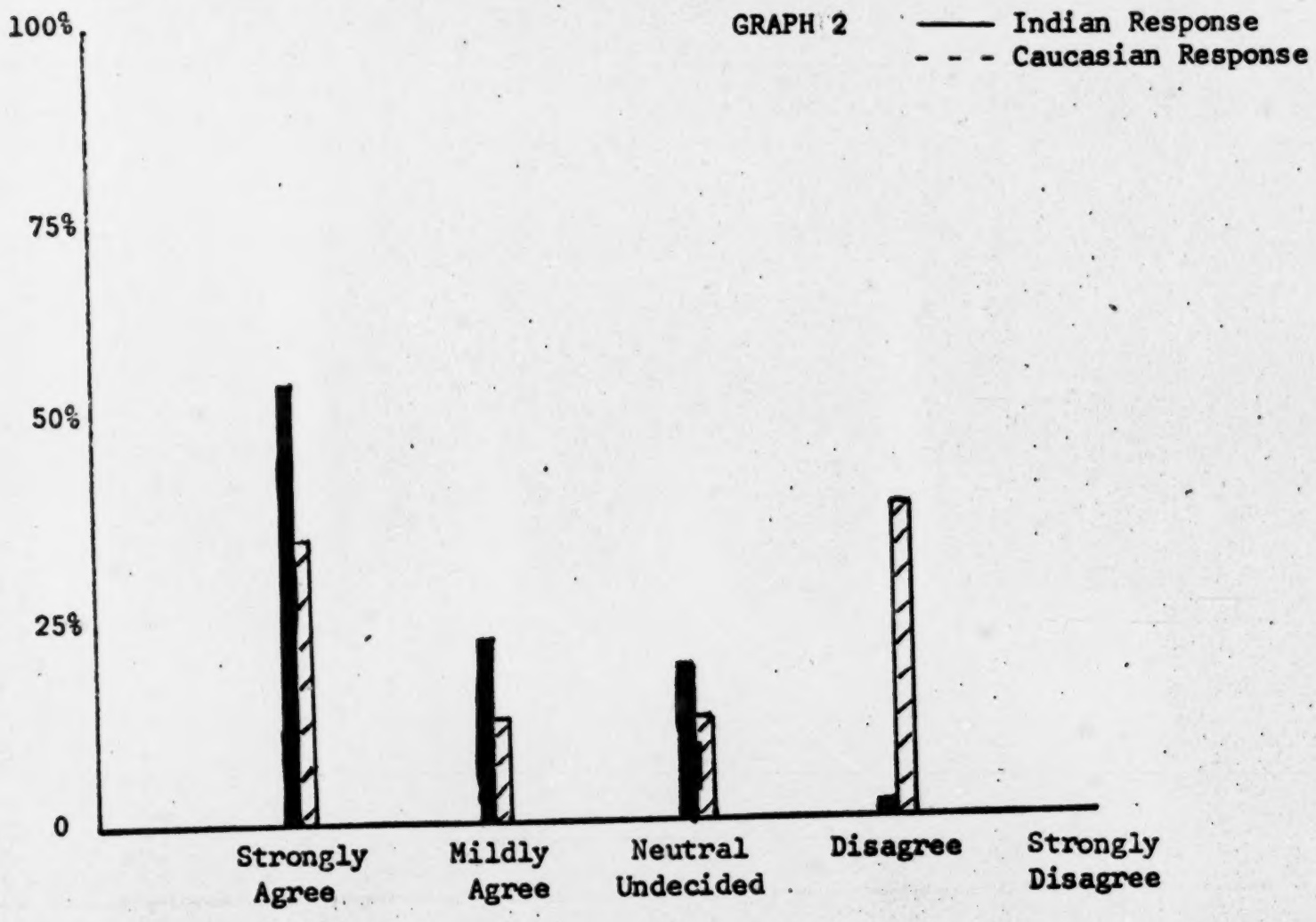
RESPONDENTS COMMENTS TO QUESTION 1 (Continued): Do you agree that a reading and language system for primary children based upon Indian culture and history is feasible?

Yakima Washington Student

> "Not as long as the white man runs the show. It'll be feasible when we really want to work for it, otherwise nothing. It'll take a lot of time and effort."

FIGURE 1-2

2. Do you agree that a reading and language system for primary children based upon Indian culture and history could replace present systems (basal readers) being used in your schools?



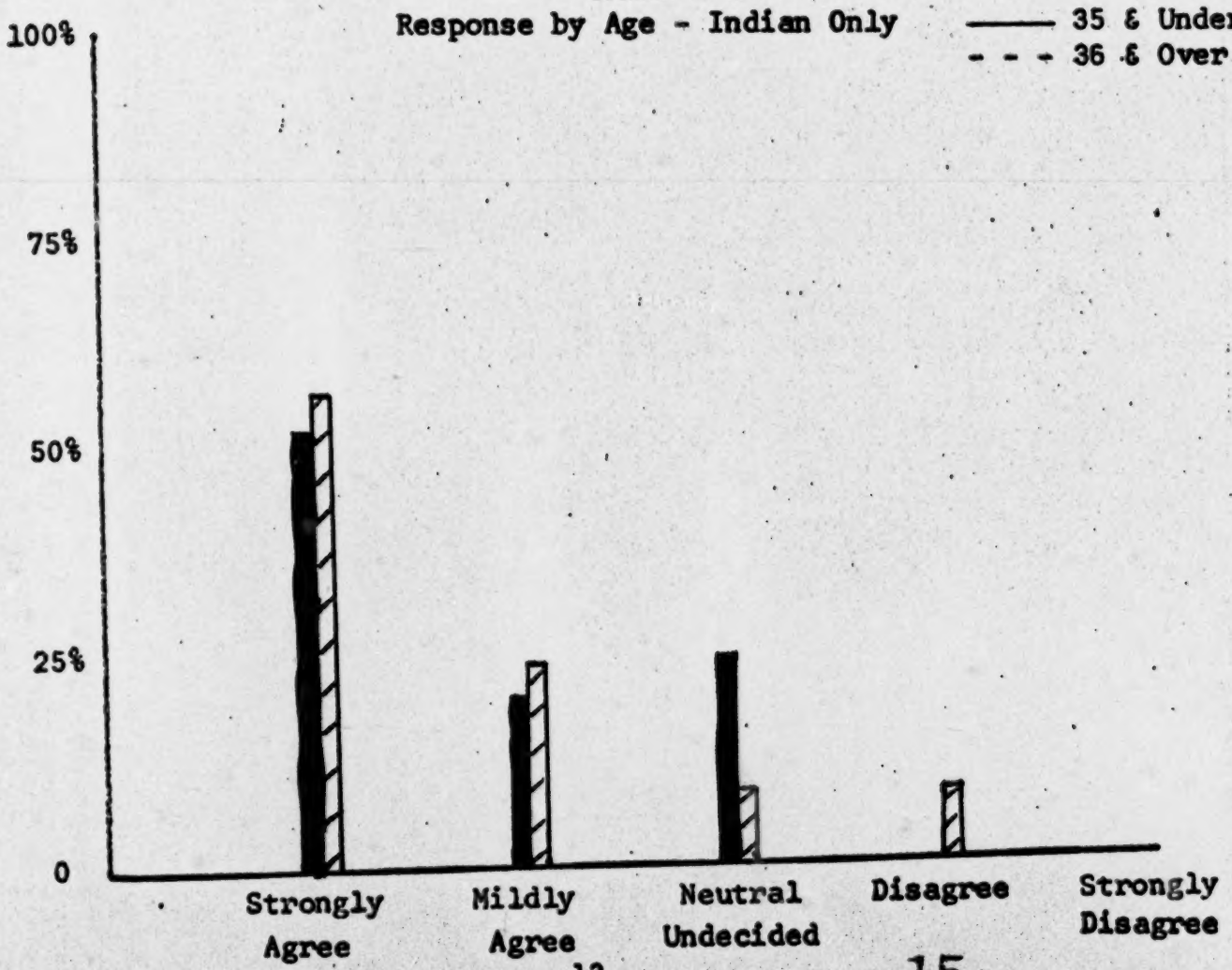


TABLE 1-2

2. Do you agree that a reading and language system for primary children based upon Indian culture and history could replace present systems (basal readers) being used in your schools?

		STRONGLY AGREE	MILDLY AGREE	NEUTRAL/ UNDECIDED	DISAGREE	STRONGLY DISAGREE	SUM
Administrators	f	6	1	2	3	0	12
	%	50	8	17	25	0	100
Teachers	f	2	3	1	4	0	10
	%	20	30	10	40	0	100
Tribal Council	f	5	2	1	1	0	9
	%	56	22	11	11	0	100
Indian Parents	f	6	2	2	0	0	10
	%	60	20	20	0	0	100
Indian Students	f	4	2	3	0	0	9
	%	44	22	33	0	0	99
TOTAL	f	23	10	9	8	0	50
	%	46	20	18	16	0	100

f = Frequency
% = Per cent

RESPONDENTS COMMENTS TO QUESTION 2: Do you agree that a reading and language system for primary children based upon Indian culture and history could replace present systems (basal readers) being used in your schools?

Coeur d'Alene Idaho Student

> "I agree, but our kids are in a minority in our area, and would it be feasible from the standpoint of the school board and the administration."

Lapwai Idaho Parent

> "History doesn't point out the fact George Washington had a bounty on Indian scalps!"

Fort Hall Idaho Parent

> "I believe the present system could be improved upon. Where the majority of Indian students go to school these could be implemented."

Fort Hall Idaho Student

> "An Indian student presently sees a one-sided history and that is a white man's outlook. It's about time an Indian student sees his true history."

Blackfeet Montana Teacher

> "The text is the means of the children learning a set number of words in each grade. Why not all the words in relation to things and in events they are in contact with."

Crow Montana Parent

> "The need to create a sense of Indian identity is essential."

Umatilla Oregon Parent

> "Yes, the white man needs to be educated in regard to the Indian customs and heritage. The Indian must rid the white man of all minconcepts concerning Indians, e.g., the Indian is not savage, stupid, drunkard."

Warm Springs Oregon Student

> "Should have been done a long time ago."

RESPONDENTS COMMENTS TO QUESTION 2 (Continued): Do you agree that a reading and language system for primary children based upon Indian culture and history could replace present systems (basal readers) being used in your schools?

Colville Washington Tribal Councilman

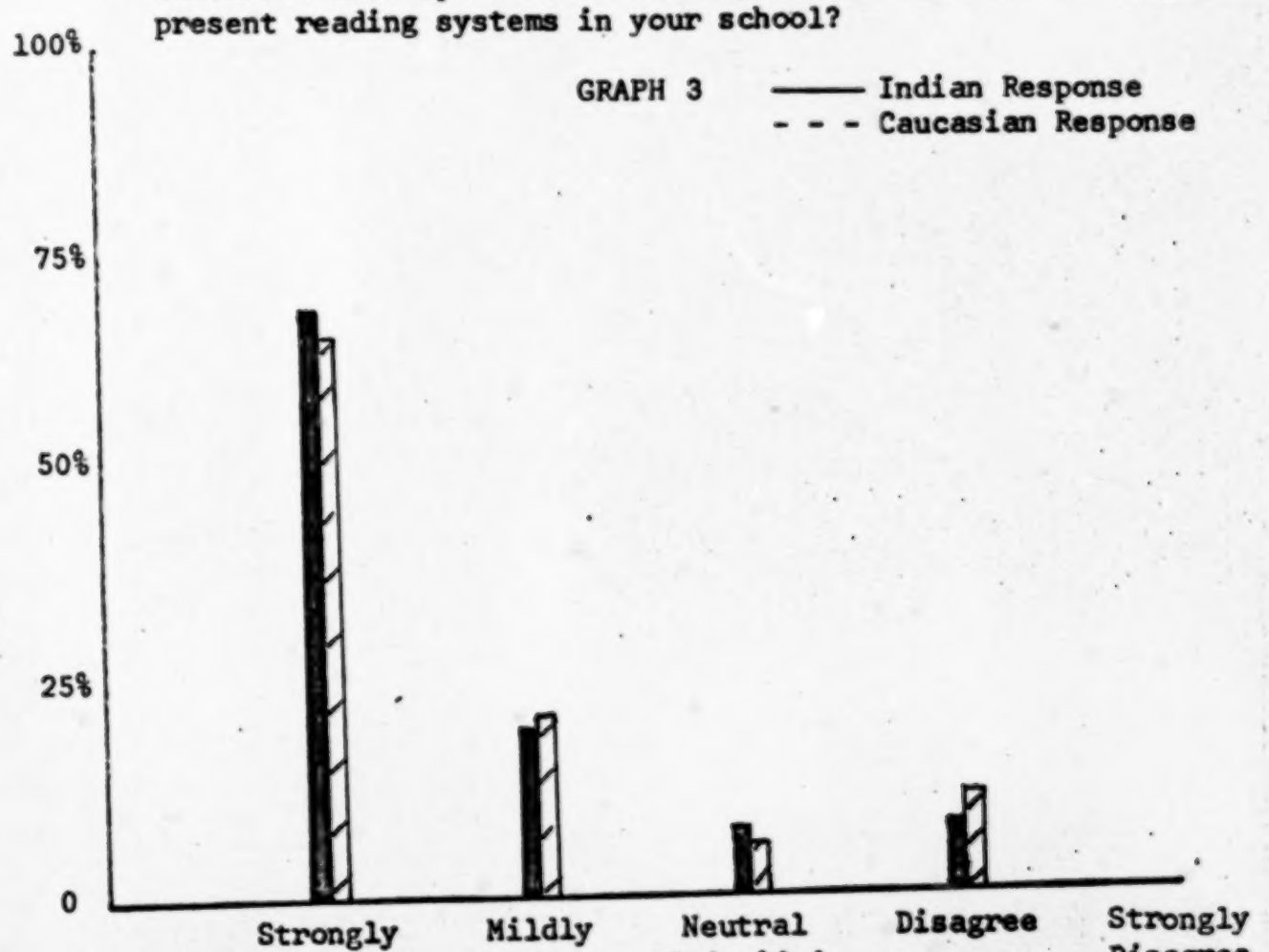
> "Because our, Indian, background in this region touches everything the non-Indian does, that it would help both Indian and non-Indian students."

Yakima Washington Teacher

> "Our school has many Mexicans, Filipinos and Japanese that come here every year. It would depend on what topic you feature whether it might or might not be meaningful to them as they more or less use Anglo culture more than Indian. Could easily be supplemental or used for special groups."

FIGURE 1-3

3. Do you agree that a reading and language development system for primary children based upon Indian history and culture should supplement present reading systems in your school?



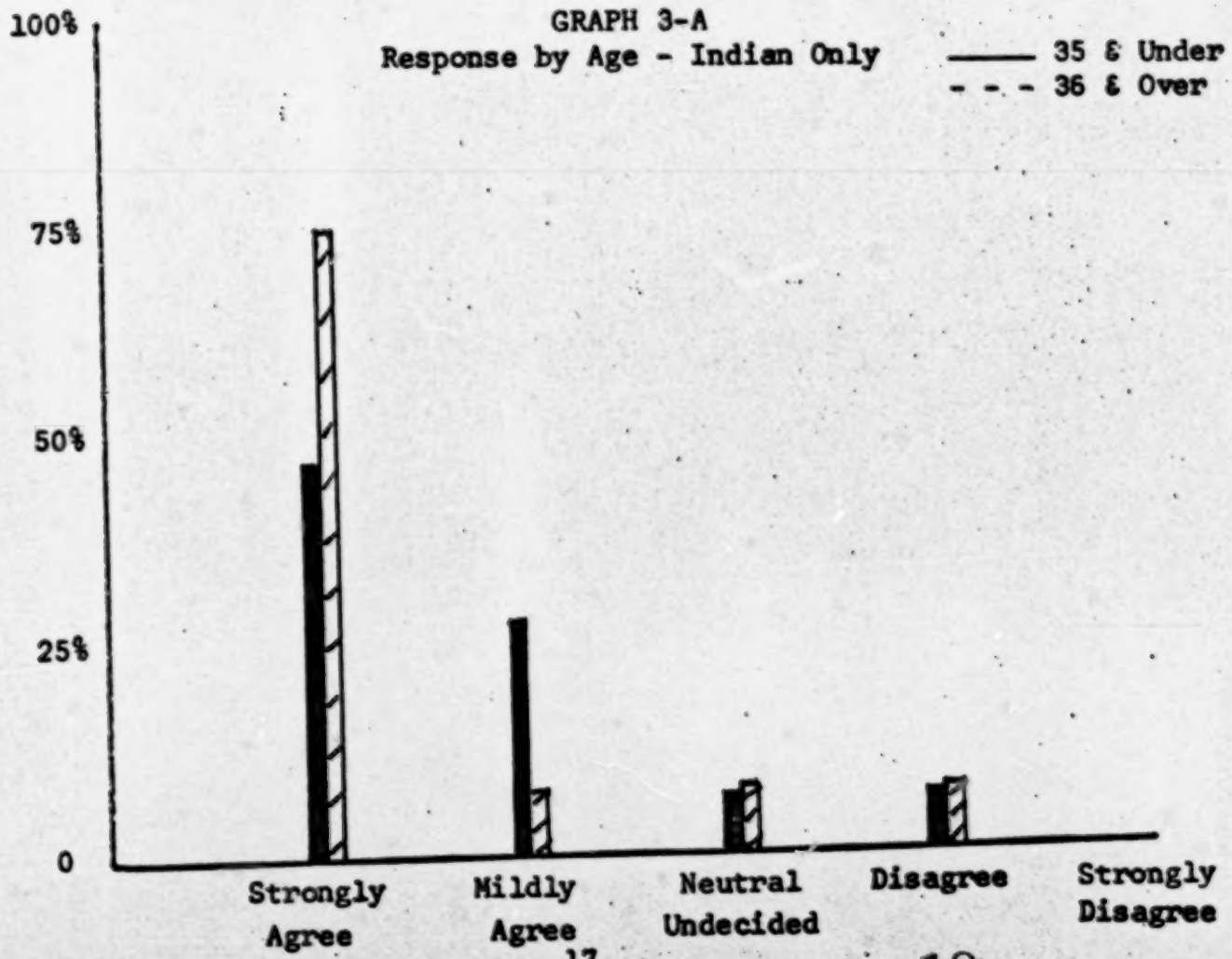


TABLE 1-3

3. Do you agree that a reading and language development system for primary children based upon Indian history and culture should supplement present reading systems in your school?

		STRONGLY AGREE	MILDLY AGREE	NEUTRAL/ UNDECIDED	DISAGREE	STRONGLY DISAGREE	SUM
Administrators	f	7	2	1+0	1	0	11
	%	64	18	9	9	0	100
Teachers	f	7	2	0	1	0	10
	%	70	20	0	10	0	100
Tribal Council	f	5	3	1	1	0	10
	%	50	30	10	10	0	100
Indian Parents	f	8	1	1	0	0	10
	%	80	10	10	0	0	100
Indian Students	f	5+0	2	0	1	0	8
	%	63	25	0	13	0	101
TOTAL	f	32+0	10	3+0	4	0	49
	%	65	20	6	8	0	99

f = Frequency
% = Per cent

RESPONDENTS COMMENTS TO QUESTION 3: Do you agree that a reading and language development system for primary children based upon Indian history and culture should supplement present reading systems in your school:

Lapwai Idaho Parent

"Definitely! It's time we learned something of our rich Indian history and not from the white man's view--he's always making himself 'look good'."

Fort Hall Idaho Parent

"The non-Indian student has the chance to strengthen his identity through the English language. Why not the Indian?"

Fort Hall Idaho Tribal Councilwoman

"In Blackfoot Jr. Hall and High School. In Pocatello and Highland High School."

Blackfeet Montana Student

"Not only supplement but dominate especially in predominately Indian areas."

Blackfeet Montana Teacher

"Most of our children are members of same tribe; they will get the other stories as they are able to choose their own library books. As long as they have the basic words why shouldn't the texts be used as basal not supplemental. We could use other series as supplemental."

Warm Springs Oregon Administrator

"...if not replace..."

Umatilla Oregon Parent

"As related to above question, if the Indian cannot go all out, we can meet him half-way. If the non-Indian experiences at least half of the way of our life, then the white will be half exposed and educated to Indian life."

Colville Washington Administrator

"Would develop more interest for youngsters with Indian background. Would provide readable material to help the other students understand Indian culture."

RESPONDENTS COMMENTS TO QUESTION 3 (Continued): Do you agree that a reading and language development system for primary children based upon Indian history and culture should supplement present reading systems in your school:

Colville Washington Tribal Councilman

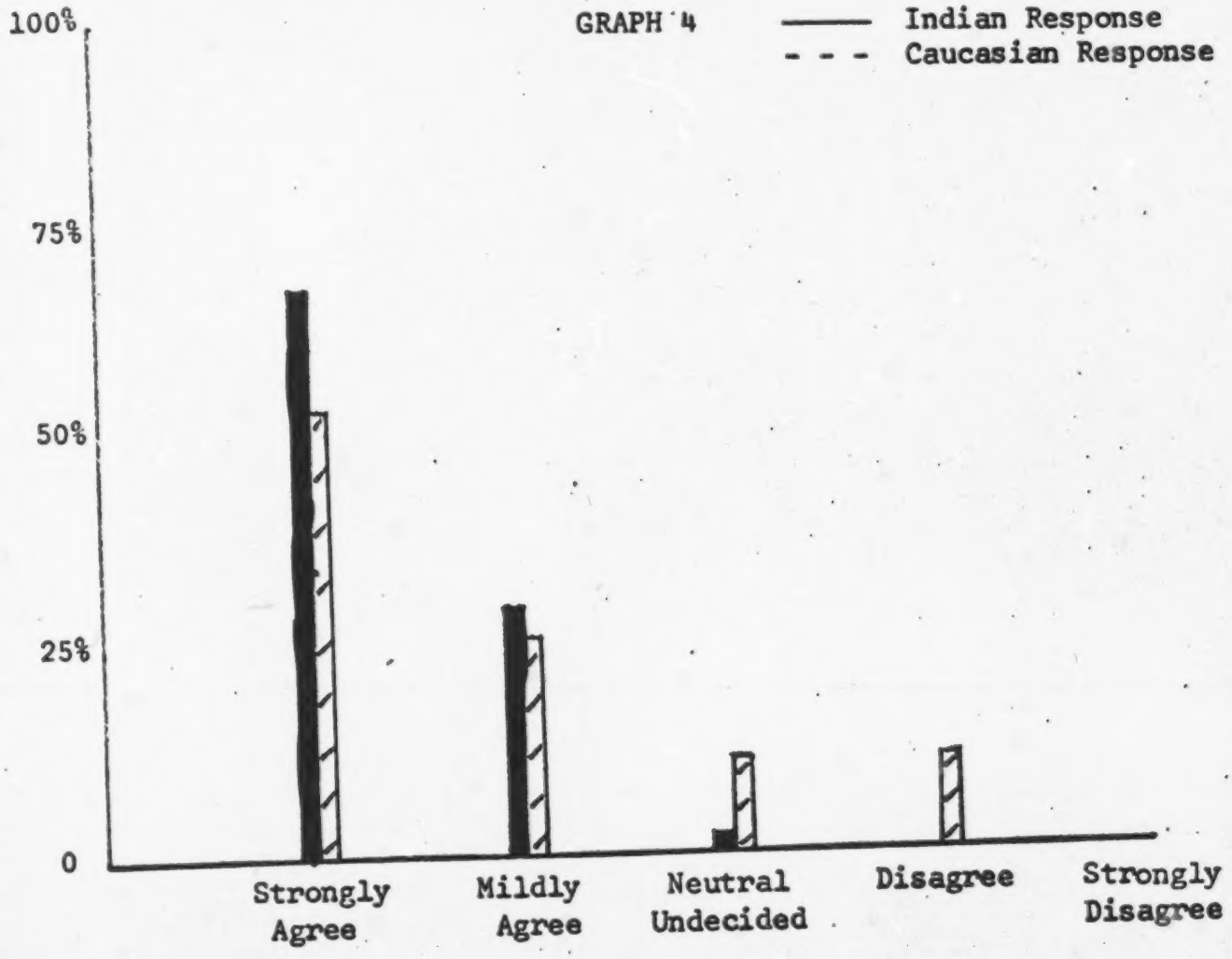
> "To help non-Indians learn more about Indian history, donations to historical events, etc. It would give the Indian a place in school which he hasn't had."

Yakima Washington Student

> "I agree that as a supplement it would have more of a chance to survive in our school system otherwise I can't see how you can get full approval without a lot of BS from the whites. I do see this great need for the young Indian child because the teachers, usually white and the majority of kids are white and the child has nothing to identify with; he loses his Indianess to whiteness. Indian history and culture aren't stressed that much."

FIGURE 1-4

4. Do you agree that most minority group children need an alternative to the typical basal reading materials used in your school?



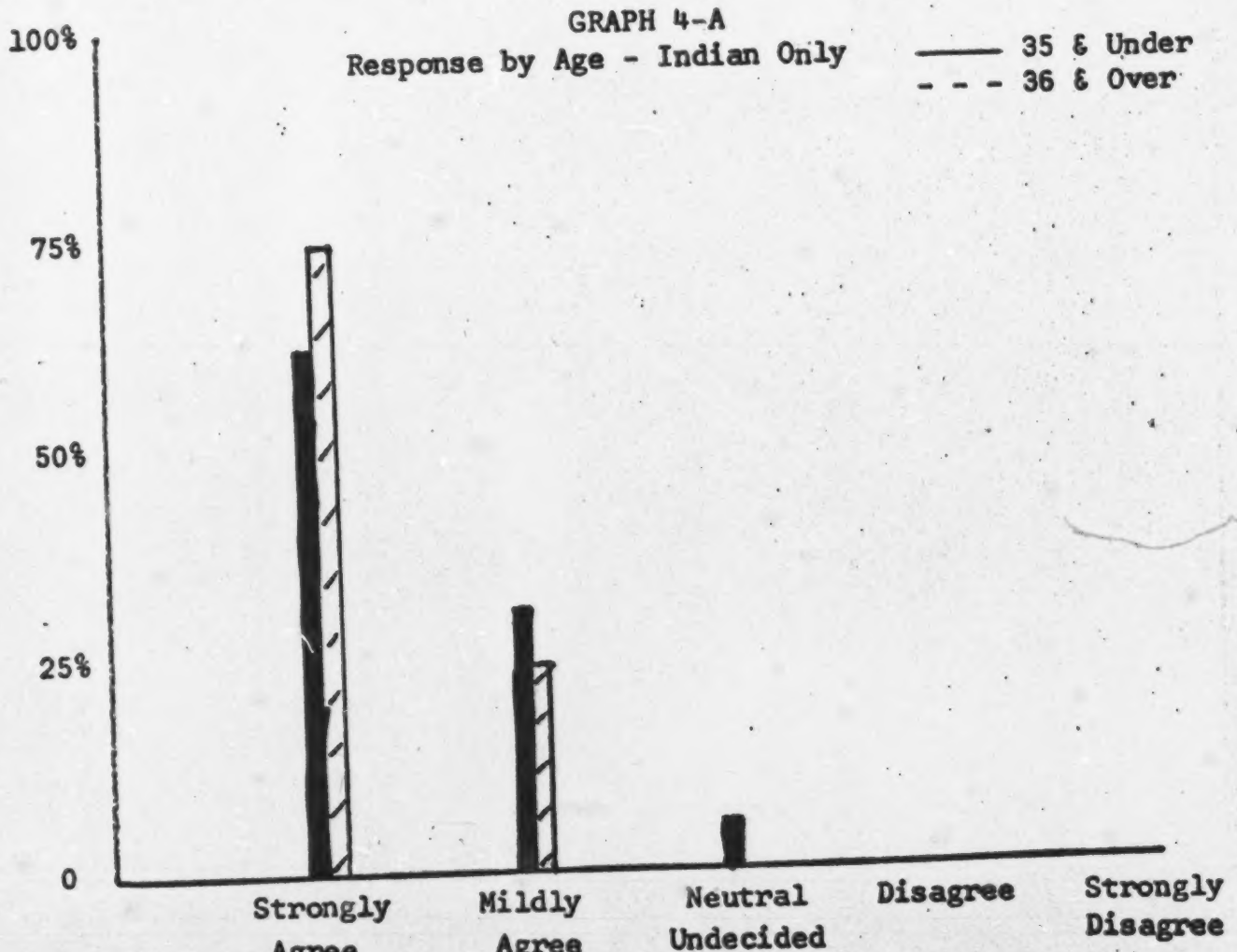


TABLE 1-4

4. Do you agree that most minority group children need an alternative to the typical basal reading materials used in your school?

		STRONGLY AGREE	MILDLY AGREE	NEUTRAL/ UNDECIDED	DISAGREE	STRONGLY DISAGREE	SUM
Administrators	f	8	1	2	1	0	12
	%	67	8	17	8	0	100
Teachers	f	4+0	4	0	1	0	9
	%	44	44	0	11	0	99
Tribal Council	f	7	3	0	0	0	10
	%	70	30	0	0	0	100
Indian Parents	f	7	2	1	0	0	10
	%	70	20	10	0	0	100
Indian Students	f	5	4	0	0	0	9
	%	56	44	0	0	0	100
TOTAL	f	31	14	3	2	0	50
	%	62	28	6	4	0	100

f = Frequency
% = Per cent

RESPONDENTS COMMENTS TO QUESTION 4: Do you agree that most minority group children need an alternative to the typical basal reading materials used in your school?

Coeur d'Alene Student

> "For some cases. It's hard for a kid who is very poor to relate to the middle class white standards with it's beautiful homes, cars, etc."

Lapwai Idaho Parent

> "The basic reading material is dull! Suited for the white race--not the Indian, nor Mexican or Negro, etc."

Fort Hall Idaho Student

> "An Indian student goes through school reading all sorts of books which are required to be read but very few deal with Indians."

Blackfeet Montana Student

> "These reading materials are not relevant to the every day life experienced by minority peoples. Especially basal readers, they are planted to white man's point of view and life."

Crow Montana Parent

> "Minority groups are left in the background, one must be able to come out."

Crow Montana Student

> "They (minority groups) usually have a different first language and so English is usually so strange a language they need special attention."

Warm Springs Oregon Parent

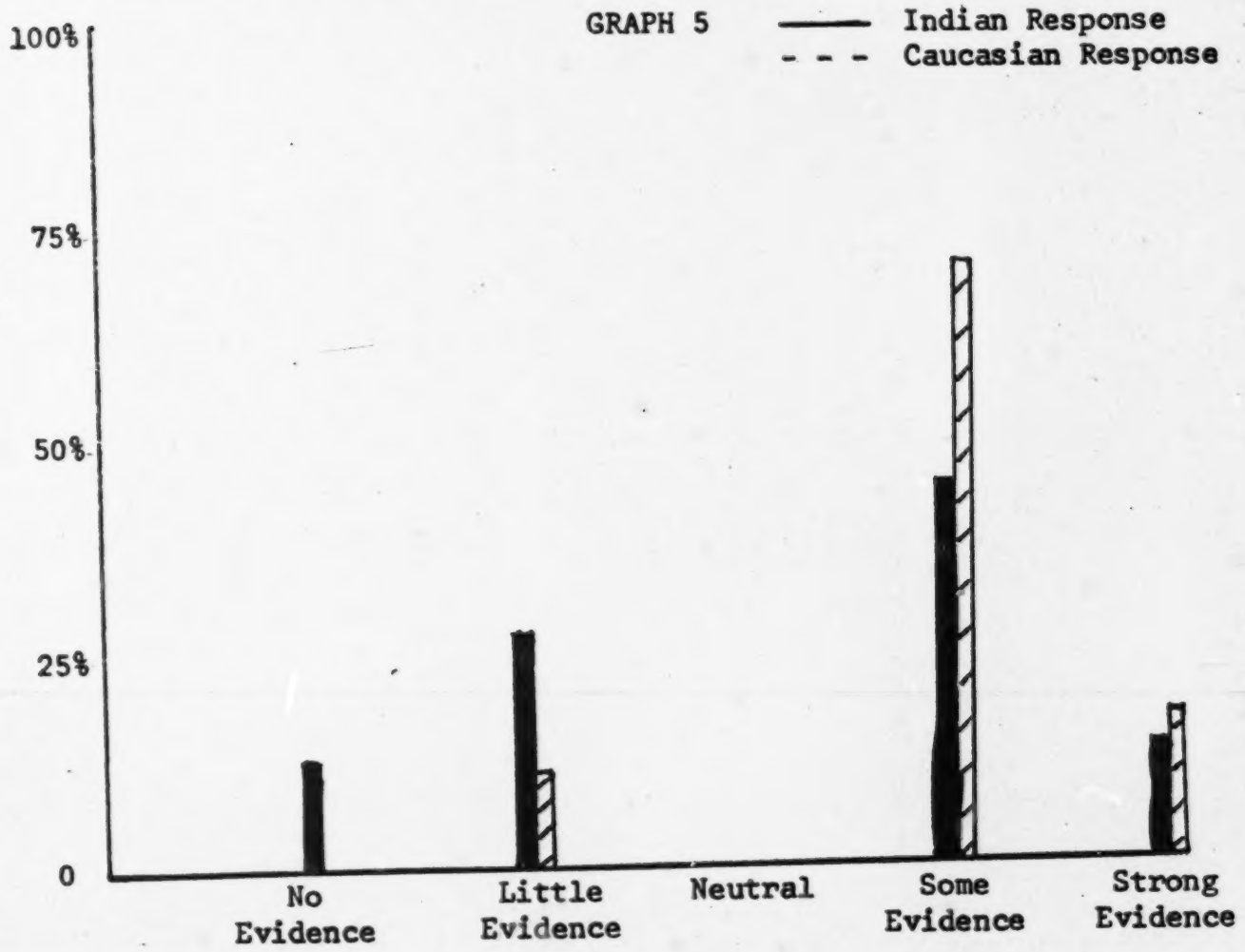
> "I think it would be nice to learn about Warm Springs Indians instead of white people they do not know."

Umatilla Oregon Parent

> "Some minority students are able to accept the present education system. They adjust quite well, but still these students need to be educated in regard to the Indian custom--acquire a parallel form of education."

FIGURE 1-5

5. Do you see evidence that minority group leaders support cultural content in the public school curriculum?



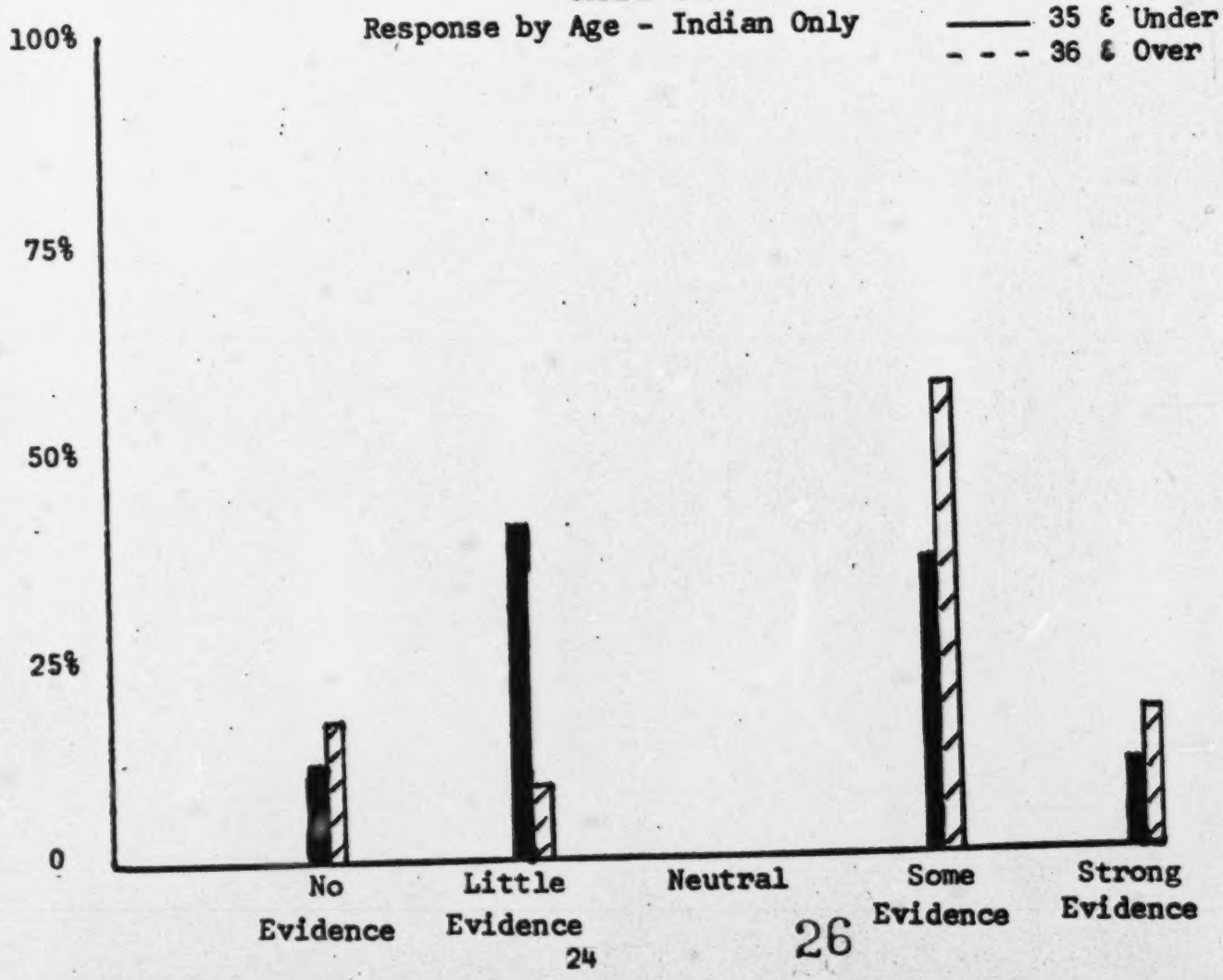


TABLE 1-5

5. Do you see evidence that minority group leaders support cultural content in the public school curriculum?

		NO EVIDENCE	LITTLE EVIDENCE	NEUTRAL	SOME EVIDENCE	STRONG EVIDENCE	SUM
Administrators	F	0	0	0	9+0	2	11
	%	0	0	0	82	18	100
Teachers	F	1	2	0	5+0	1	9
	%	11	22	0	56	11	100
Tribal Council	F	2	0	0	7	1	10
	%	20	0	0	70	10	100
Indian Parents	F	1	3	0	5	1	10
	%	10	30	0	50	10	100
Indian Students	F	0	6	0	1	2	9
	%	0	67	0	11	22	100
TOTAL	F	4	11	0	27	7	49
	%	8	22	0	55	14	100

F = Frequency
% = Per cent

RESPONDENTS COMMENTS TO QUESTION 5: Do you see evidence that minority group leaders support cultural content in the public school curriculum?

Lapwai Idaho Student

"Some tribal leaders show concern, but school districts hide."

Rocky Boy Montana Student

"Well, most leaders do a lot of talking, but no one ever does anything about it."

Blackfeet Montana Student

"Yes, throughout Montana, cultural studies are being implemented into more and more schools and organizations. Examples: Rocky Boy, Bozeman College, Browning High School and Grade School."

Blackfeet Montana Teacher

"We teach or expose the children to the Blackfeet culture in all grades. This is partly done through older members of the tribe. In high school, a course in Blackfeet culture is taught."

Crow Montana Parent

"Support would be very strong if it was initiated. It is basically talk, now."

Colville Washington Tribal Councilman

"It is being varied stronger now than ever."

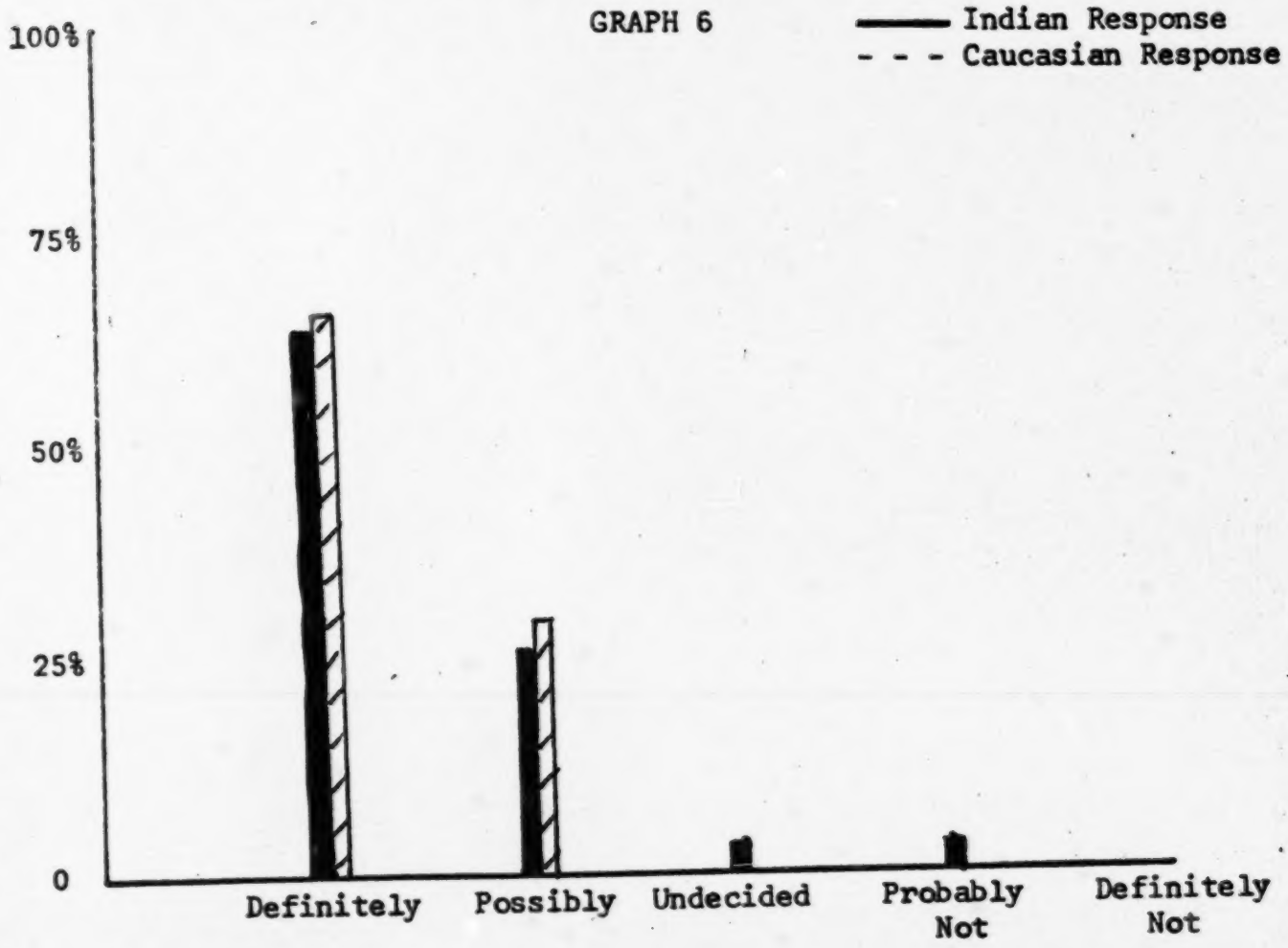
Yakima Washington Teacher

"Some parents do--others say, 'Teach my child to speak and read English, forget the stress on Spanish.' This receives mixed emotions from Spanish groups I know. I know many who say,'I am American not Mexican.' None object to cultural enrichment or knowledge of all groups in a classroom and parents are willing to participate."

FIGURE 1-6

6. If an alternative system for reading and language development were produced would you be willing to have new materials in your school?

GRAPH 6



GRAPH 6-A
Response by Age - Indian Only

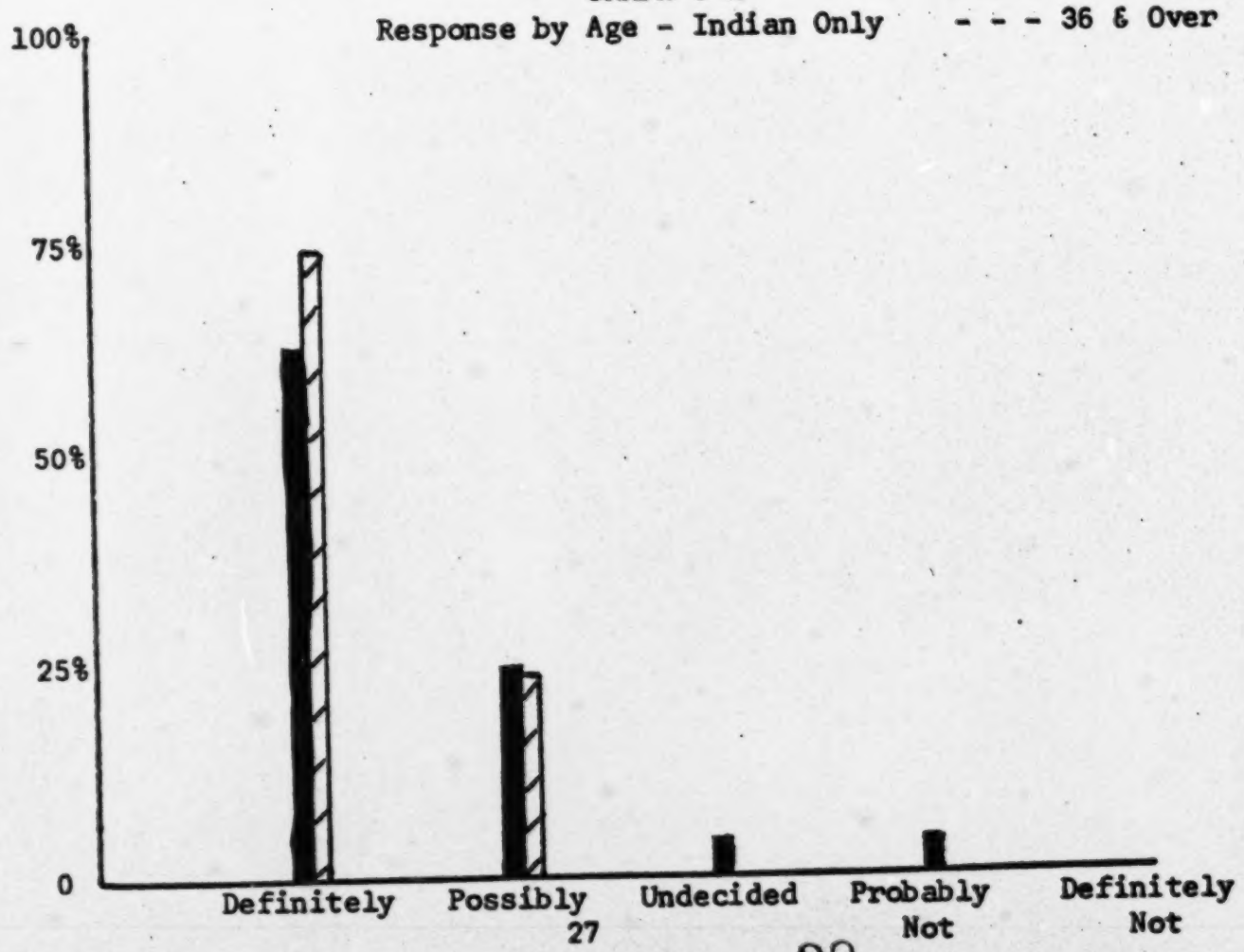


TABLE 1-6

6. If an alternative system for reading and language development were produced would you be willing to have new materials in your school?

		DEFINITELY	POSSIBLY	UNDECIDED	PROBABLY NOT	DEFINITELY NOT	SUM
Administrators	F	8	4	0	0	0	12
	%	67	33	0	0	0	100
Teachers	F	8	2	0	0	0	10
	%	80	20	0	0	0	100
Tribal Council	F	6	3	0	1	0	10
	%	60	30	0	10	0	100
Indian Parents	F	7	3	0	0	0	10
	%	70	30	0	0	0	100
Indian Students	F	6	2	1	0	0	9
	%	67	22	11	0	0	100
TOTAL	F	35	14	1	1	0	51
	%	69	27	2	2	0	100

F = Frequency
% = Per cent

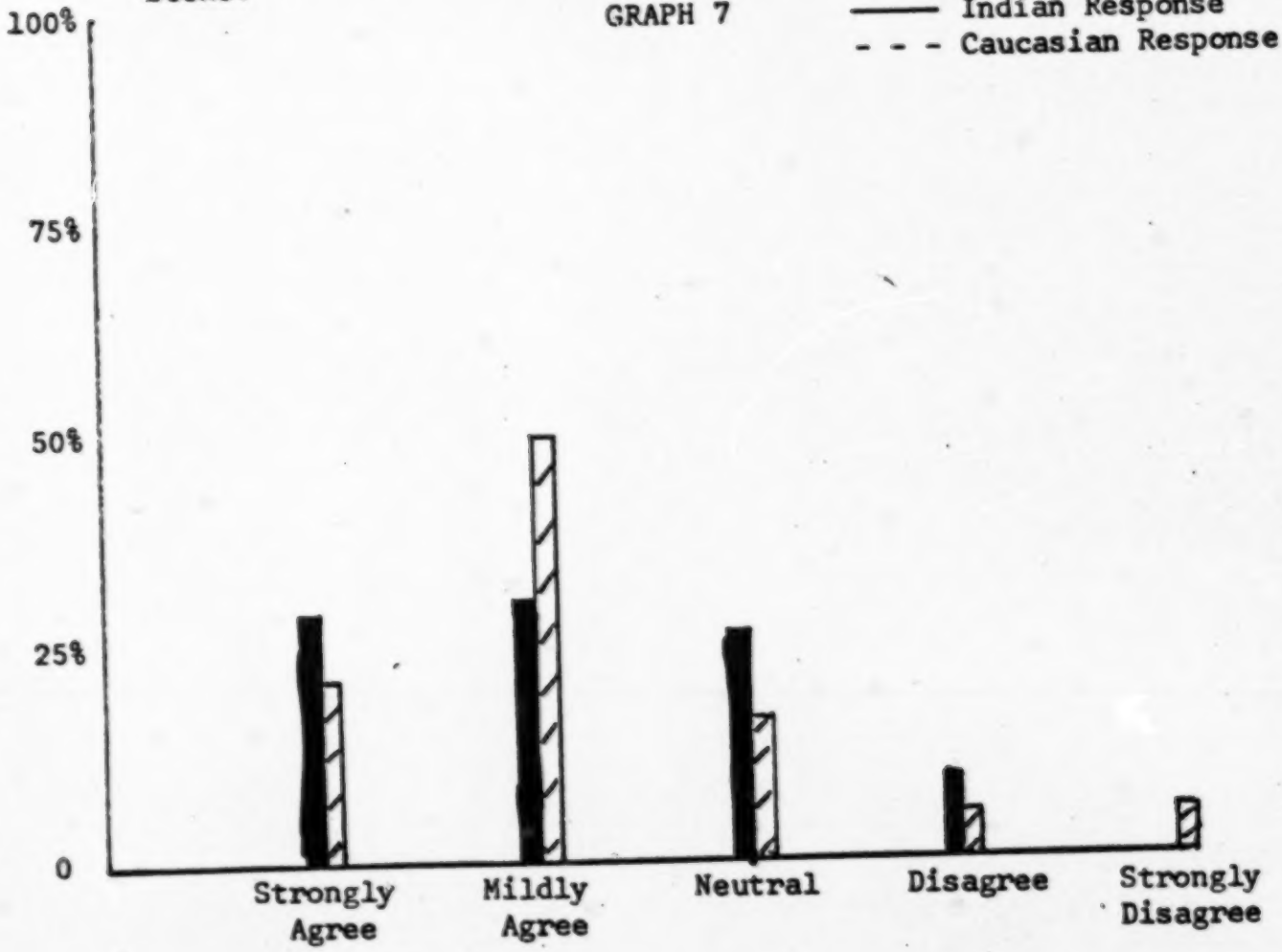
RESPONDENTS COMMENTS TO QUESTION 6: If an alternative system for reading and language development were produced would you be willing to have new materials in your school?

Umatilla Oregon Parent

"It is needed quite badly--the educational system must meet the needs of the individual's needs."

7. Do you agree that Indian Tribes of the Idaho, Montana, Oregon and Washington have common culture bases that could be used in reading books?

GRAPH 7



GRAPH 7-A
Response by Age - Indian Only

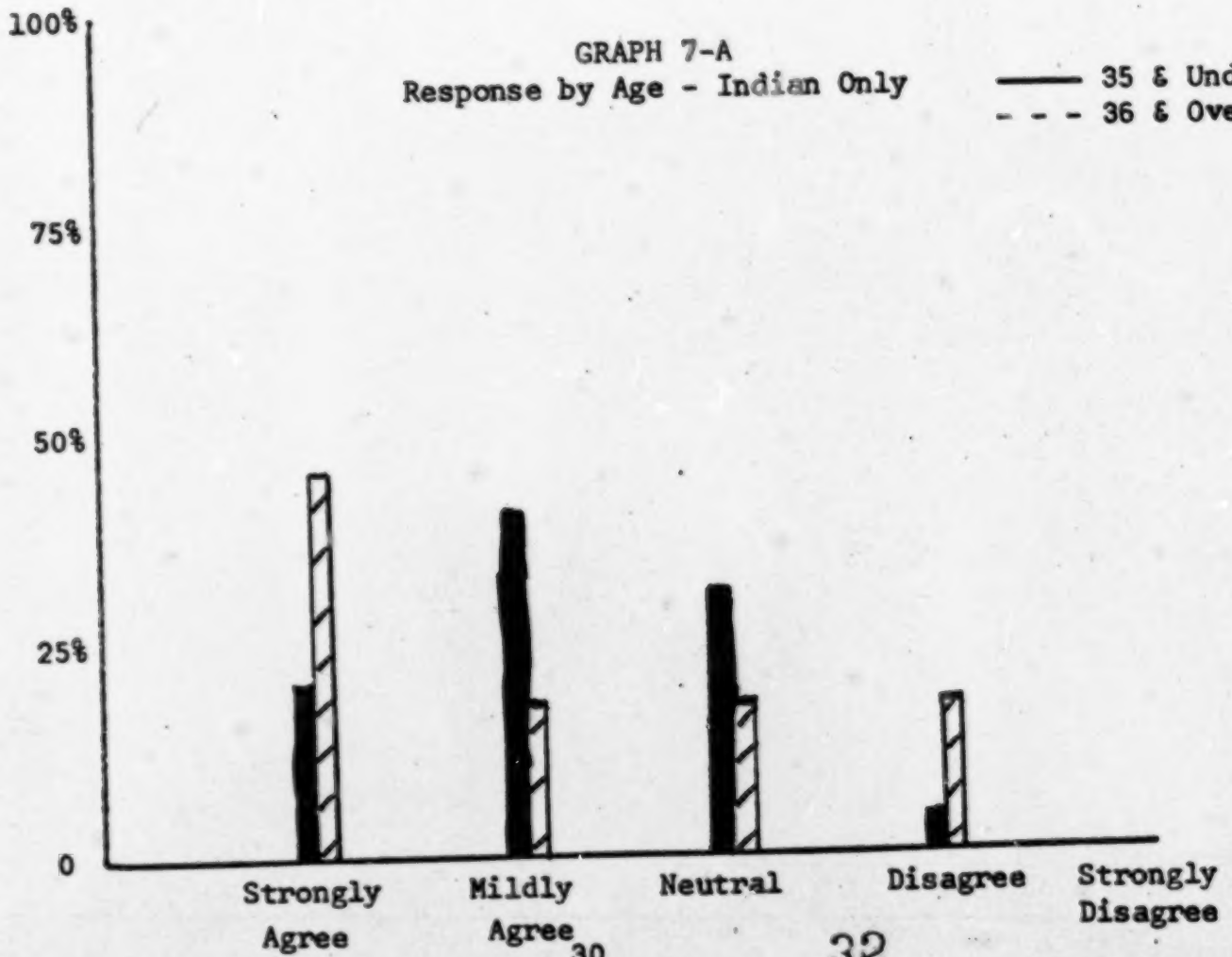


TABLE 1-7

7. Do you agree that Indian Tribes of the Idaho, Montana, Oregon and Washington have common culture bases that could be used in reading books?

		STRONGLY AGREE	MILDLY AGREE	NEUTRAL/ UNDECIDED	DISAGREE	STRONGLY DISAGREE	SUM
Administrators	F	3	6	1	1	1	12
	%	25	50	8	8	8	99
Teachers	F	2	3	2+00	1	0	8
	%	25	38	25	13	0	101
Tribal Council	F	4	4	1	1	0	10
	%	40	40	10	10	0	100
Indian Parents	F	2+0	4	3	0	0	9
	%	22	44	33	0	0	99
Indian Students	F	2	2	4	1	0	9
	%	22	22	44	11	0	99
TOTAL	F	13	19	11	4	1	48
	%	27	40	23	8	2	100

F = Frequency
% = Per cent

RESPONDENTS COMMENTS TO QUESTION 7: Do you agree that Indian Tribes of Idaho, Montana, Oregon and Washington have common culture bases that could be used in reading books?

Fort Hall Idaho Student

> "Because it is true that there are a few cultural ties which are common among these tribes and could be easily composed into a very educational book."

Coeur d'Alene Idaho Student

> "From stories I've heard, a lot of our concepts are related."

Rocky Boy Montana Student

> "I don't know anything about Indian tribes of Idaho, Oregon and Washington."

Crow Montana Student

> "All tribes have different beliefs and traditions, only they can understand and undergo with the proper belief and ways it takes."

Muckleshoot Washington Parent

> "Teach the area culture and history first, then expand into the history of neighboring areas."

Fort Hall Idaho Tribal Councilwoman

> "Yes, there is no history book about the Indian in Idaho."

Yakima Washington Parent

> "Coast Indians are different; but for the most part, Indians east of the mountains are similar."

Blackfeet Montana Teacher

> "Most of these people or tribes were from the Plains."

Yakima Washington Administrator

> "I don't know of any two tribes getting along that well. How could you expect to cover all tribes?"

RESPONDENTS COMMENTS TO QUESTION 7 (Continued): Do you agree that Indian Tribes of Idaho, Montana, Oregon and Washington have common culture bases that could be used in reading books?

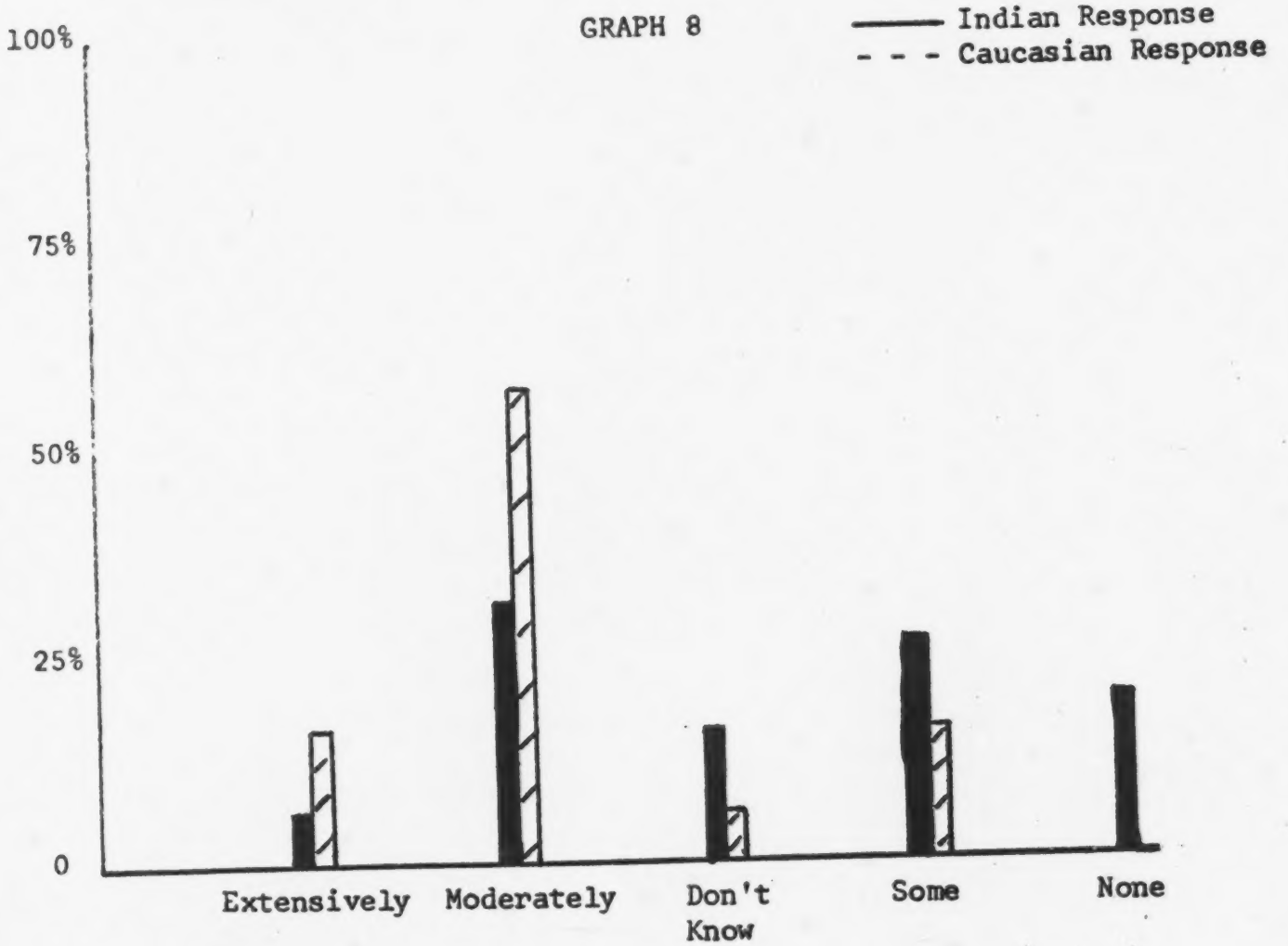
Crow Montana Administrator

> "In order to apply certain skills to all tribes would be as different for each group as it would be for Germans, Russians, English, Swedes and Norwegians, etc. The tribes would likely all have to use one general base. It would/may be able to be blended with other cultures and have one general approach for all."

FIGURE 1-8

8. Has your local school district included minority or ethnic culture in the curriculum?

GRAPH 8



GRAPH 8-A
Response by Age - Indian Only

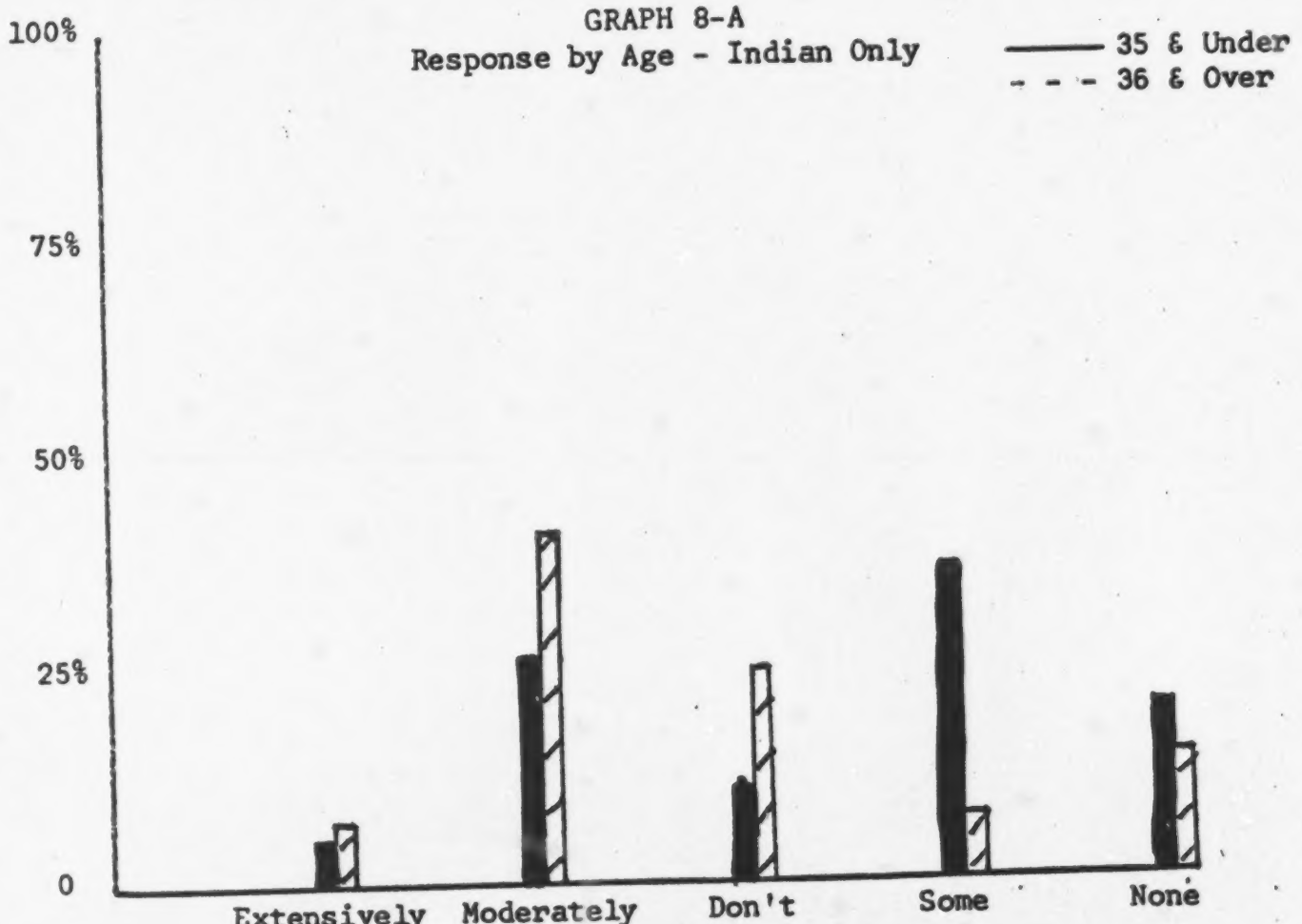


TABLE 1-8

8. Has your local school district included minority or ethnic culture in the curriculum?

		EXTENSIVELY	MODERATELY	DON'T KNOW	SOME	NONE	SUM
Administrators	F	2	7	1	2	0	12
	%	17	58	8	17	0	100
Teachers	F	1+00	5	0	1	1	8
	%	13	63	0	13	13	99
Tribal Council	F	2	2	3	1	2	10
	%	20	20	30	10	20	100
Indian Parents	F	0	4	1	2	3	10
	%	0	40	10	20	30	100
Indian Students	F	0	3	1	5	0	9
	%	0	33	11	56	0	100
TOTAL	F	5	21	6	11	6	49
	%	10	43	12	22	12	99

F = Frequency
% = Per cent

RESPONDENTS COMMENTS TO QUESTION 8: Has your local school district included minority or ethnic culture in the curriculum?

Lapwai Idaho Student

"Teachers know nothing (white)."

Rocky Boy Montana Student

"One year we had an Indian History class, but it only lasted a year and it was taught by a white man."

Crow Montana Student

"Very few minority students are involved with teaching."

Warm Springs Oregon Parent

"They don't have any books at all."

Yakima Washington Parent

"Teachers need to put more effort in this area. Some do--some don't."

Fort Hall Idaho Parent

"Mainly, through the tribal education committee and Indian club pressure; also JOM Parent Committee."

Crow Montana Parent

"I hope this becomes a reality."

Rocky Boy Montana Teacher

"We are beginning to teach the Cree language and are developing other materials."

Yakima Washington Administrator

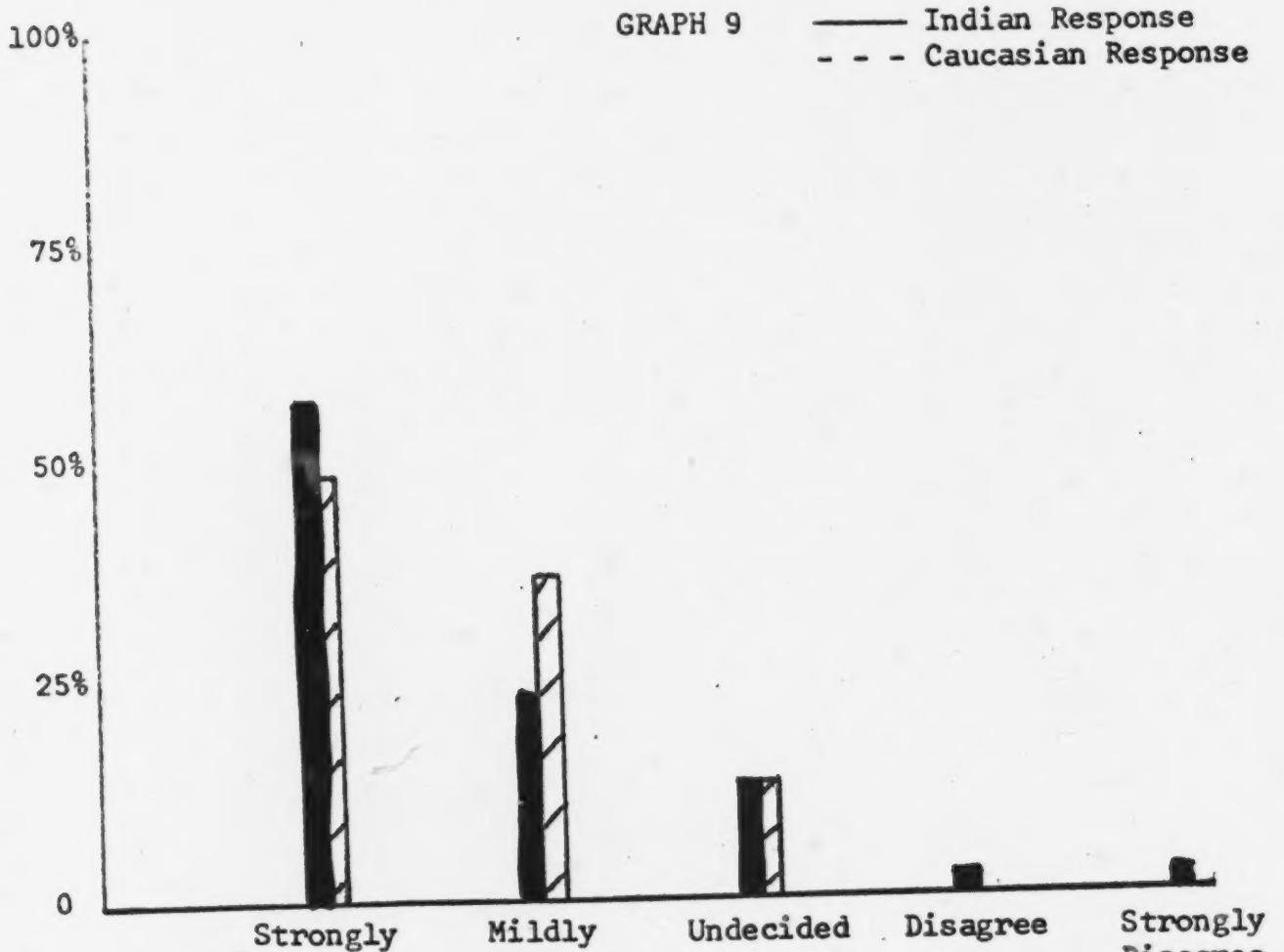
"$12,000.00 Northwest Cultural Material (K-6) JOM Programs. Indian cultural opportunities--beadwork--dancing--dinners--and programs."

Blackfeet Montana Administrator

"We have developed our own cultural text written by the Blackfeet students and elders."

FIGURE 1-9

9. Would you agree to your school being a pilot school to test a new reading and language development system?



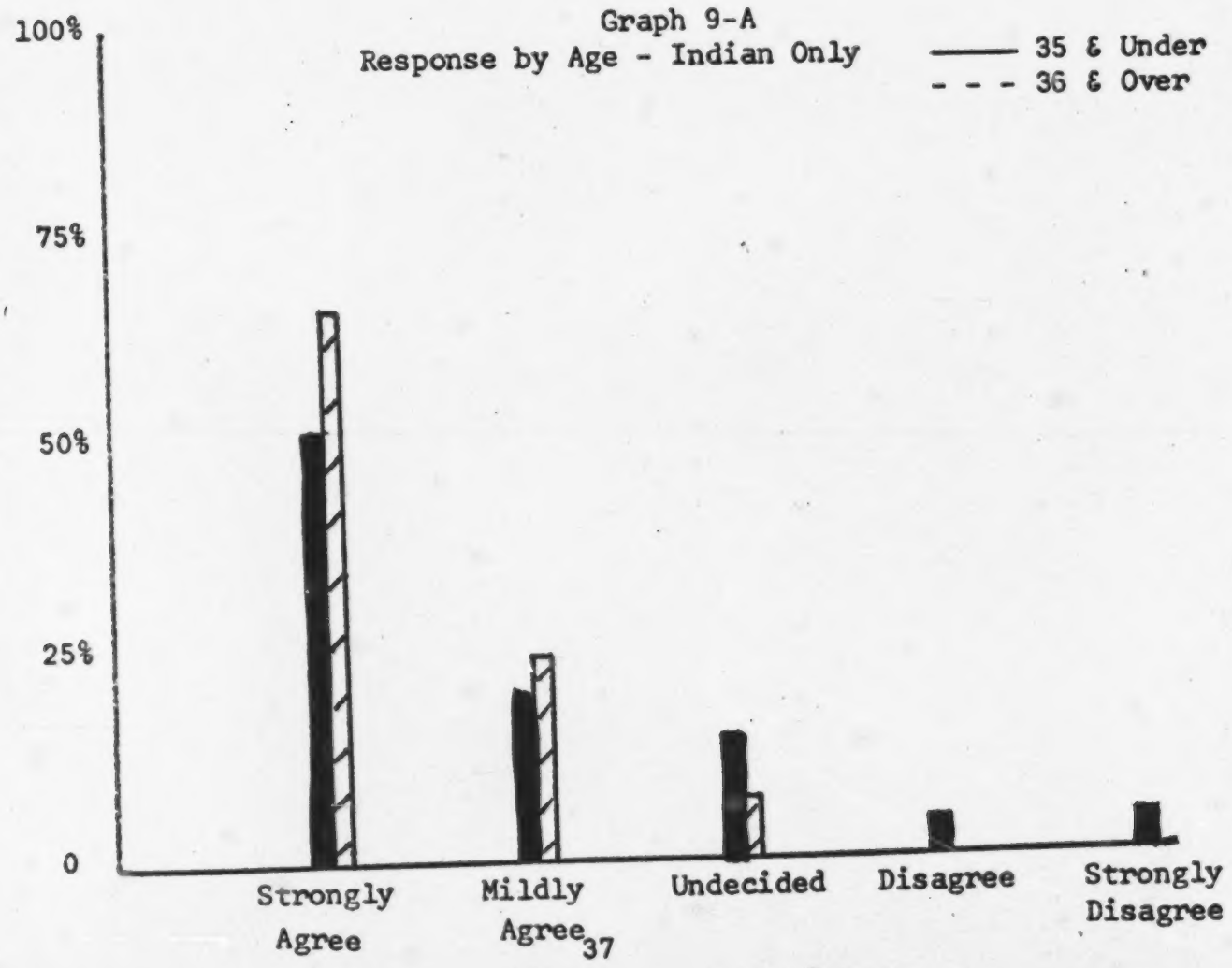


TABLE 1-9

9. Would you agree to your school being a pilot school to test a new reading and language development system?

		STRONGLY AGREE	MILDLY AGREE	NEUTRAL/ UNDECIDED	DISAGREE	STRONGLY DISAGREE	SUM
Administrators	F	6	3+00	1	0	0	10
	%	60	30	10	0	0	100
Teachers	F	4	3+00	1	0	0	8
	%	50	38	13	0	0	101
Tribal Council	F	6	2	1	0	1	10
	%	60	20	10	0	10	100
Indian Parents	F	4	3	2	1	0	10
	%	40	30	20	10	0	100
Indian Students	F	6	2	1	0	0	9
	%	67	22	11	0	0	100
TOTAL	F	26	13	6	1	1	47
	%	55	28	13	2	2	100

F = Frequency
% = Per cent

RESPONDENTS COMMENTS TO QUESTION 9: Would you agree to your school being a pilot school to test a new reading and language development system?

Blackfeet Montana Student

> "I'm not at school any more, but for the sake of those who still are, I hope that a curriculum more relevant to the students can be initiated."

Rocky Boy Montana Student

> "This would be a great idea for Box Elder because it is 98% Indian."

Muckleshoot Washington Parent

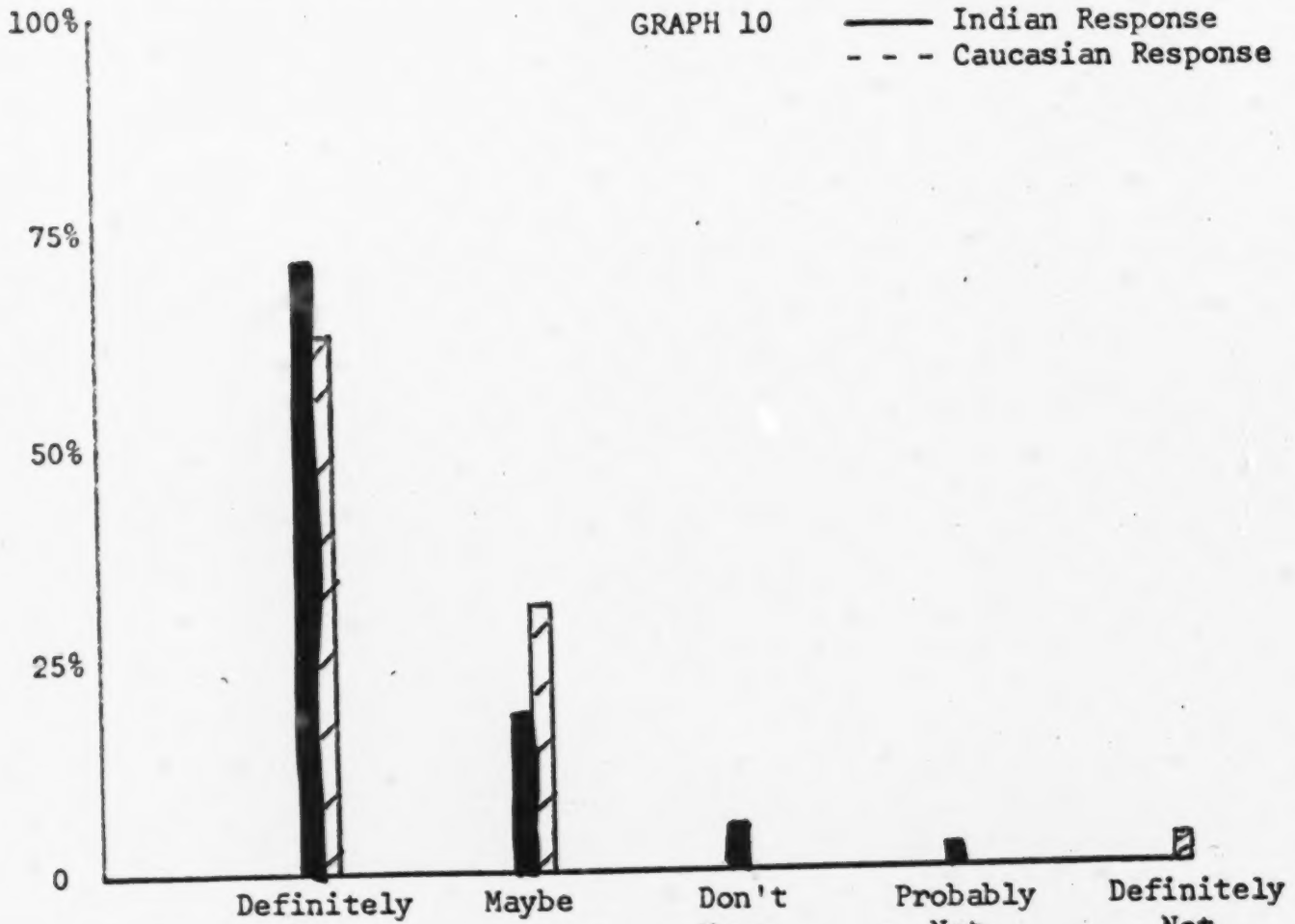
> "I think a pilot program should begin in an area where there are a large number of Indian children in the district. I'm thinking specifically of the Yakima Reservation."

Lapwai Idaho Parent

> "It would be a first, and if possible, we want to be that 'First'."

FIGURE 1-10

10. Would you recommend purchase of new reading materials from local revenue sources if they were proven to be effective?



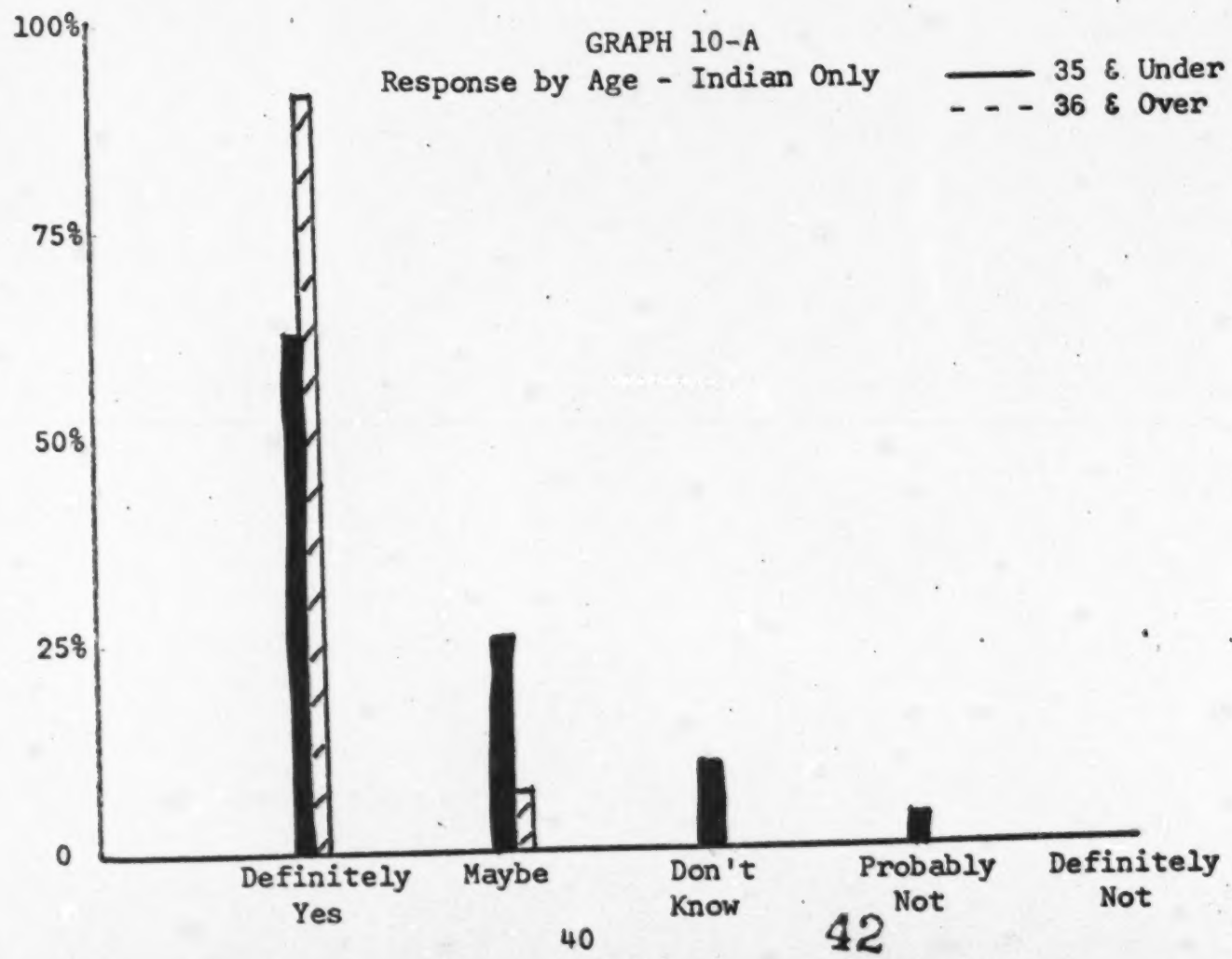


TABLE 1-10

10. Would you recommend purchase of new reading materials from local revenue sources if they were proven to be effective?

		DEFINITELY NOT	POSSIBLY	DON'T KNOW	PROBABLY NOT	DEFINITELY NOT	SUM
Administrators	F	9	3	0	0	0	12
	%	75	25	0	0	0	100
Teachers	F	5	3+0	0	0	1	9
	%	56	33	0	0	11	100
Tribal Council	F	7	2	0	1	0	10
	%	70	20	0	10	0	100
Indian Parents	F	8	1	1	0	0	10
	%	80	10	10	0	0	100
Indian Students	F	5	3	1	0	0	9
	%	56	33	11	0	0	100
TOTAL	F	34	12	2	1	1	50
	%	68	24	4	2	2	100

F = Frequency
% = Per cent

RESPONDENTS COMMENTS TO QUESTION 10: Would you recommend purchase of new reading materials from local revenue sources if they were proven to be effective?

Blackfeet Montana Student

> "Only if they proved to be of benefit to the students and the community."

Rocky Boy Montana Student

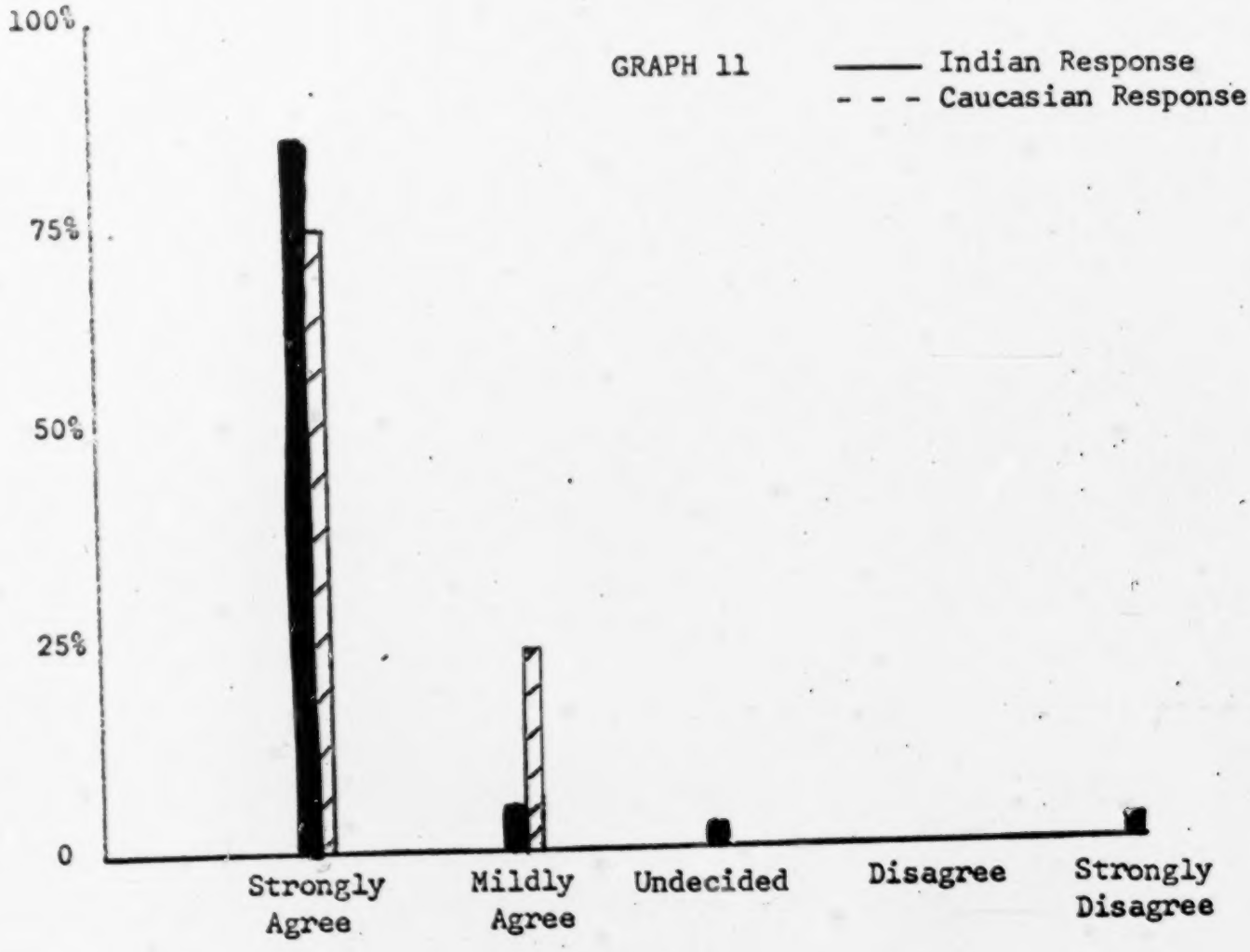
> "We never could find new reading materials that were proven effective, just a bunch of books written by white men."

Crow Montana Teacher

> "Because if it was purchased from local revenue sources, it would be too expensive for just a few people; not all pay taxes."

FIGURE 1-11

11. Do you agree that Indian traditions, customs and beliefs should be included in reading books for primary children?



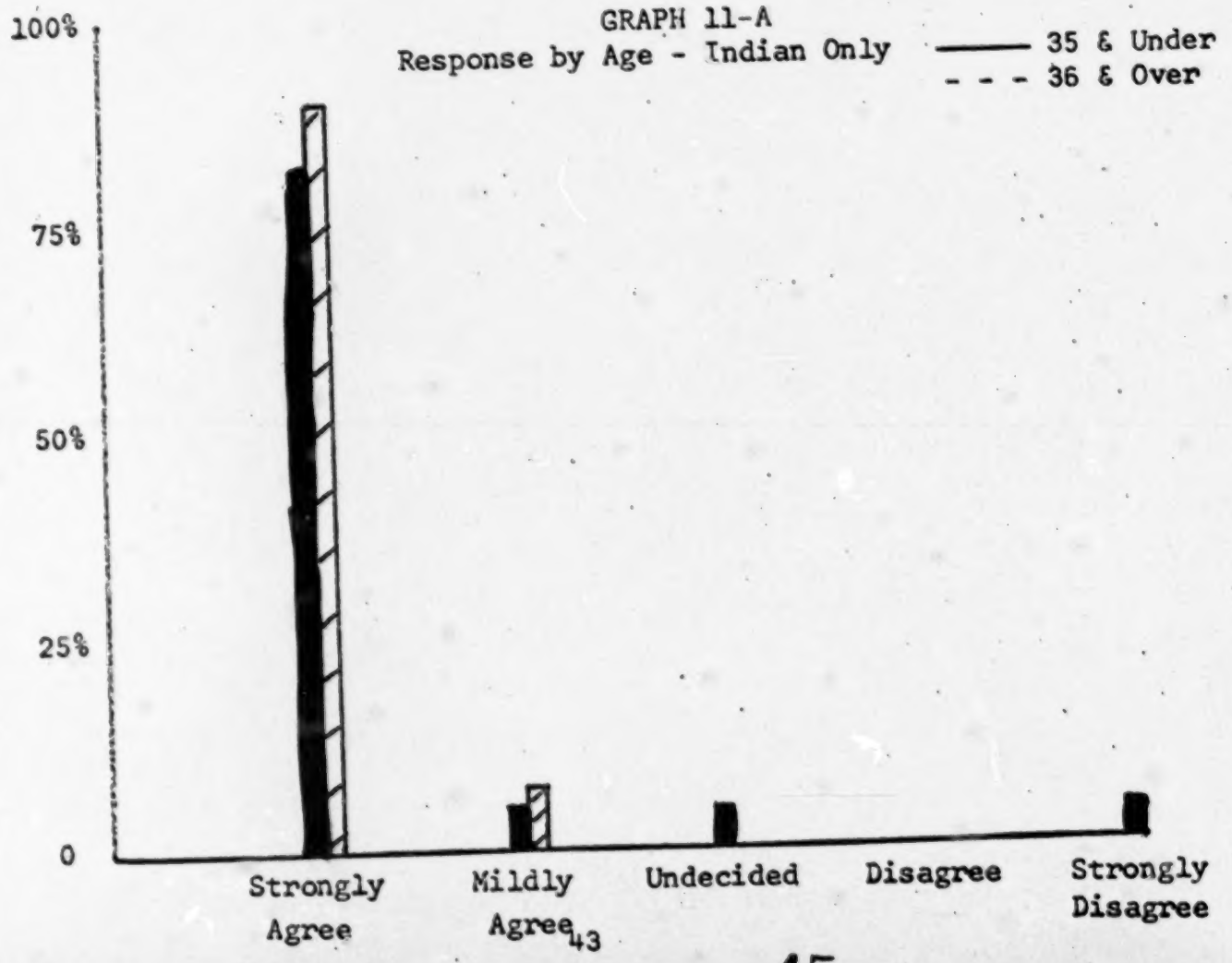


TABLE 1-11

11. Do you agree that Indian traditions, customs and beliefs should be included in reading books for primary children?

		STRONGLY AGREE	MILDLY AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE	SUM
Administrators	F	10	2	0	0	0	12
	%	83	17	0	0	0	100
Teachers	F	7	3	0	0	0	10
	%	70	30	0	0	0	100
Tribal Council	F	7	2	0	0	1	10
	%	70	20	0	0	10	100
Indian Parents	F	10	0	0	0	0	10
	%	100	0	0	0	0	100
Indian Students	F	8	0	1	0	0	9
	%	89	0	11	0	0	100
TOTAL	F	42	7	1	0	1	51
	%	82	14	2	0	2	100

F = Frequency
% = Per cent

RESPONDENTS COMMENTS TO QUESTION 11: Do you agree that Indian traditions, customs and beliefs should be included in reading books for primary children?

Fort Hall Idaho Student

> "It would probably give the white students a better understanding of the Indian people and possibly some respect of the Indian heritage."

Coeur d'Alene Idaho Student

> "It's a lost part of American History."

Rocky Boy Montana Student

> "If children are taught their own customs when they are young, this will help them when they are older. Maybe on TV cowboy-and-Indian shows, they'll root for Indians."

Crow Montana Student

> "One's identity can only be kept through personal involvement and being taught the ways of his people."

Warm Springs Oregon Parent

> "Yes, because there are a lot of children who don't know what their old people did years ago, how they were living years ago."

Umatilla Oregon Parent

> "Develop pride--an Indian is an Indian until he dies--So Do It!"

Fort Hall Idaho Parent

> "I agree, because this is our way of life, and why should our children stop their way of life when they go to school."

Lapwai Idaho Parent

> "This is part of a rich history and <u>all</u> children should be taught it."

Coeur d'Alene Idaho Teacher

> "I feel that many ethnic groups should be included in our studies."

RESPONDENTS COMMENTS TO QUESTION 11 (Continued): Do you agree that Indian traditions, customs and beliefs should be included in reading books for primary children?

Yakima Washington Teacher

> "Many of the teachers have taken classes in Indian culture. The children enjoy the legends the teachers bring back. They also enjoy (1) Indian parents discussing how they live--now and in the past, (2) Indian parents telling how they make a living--one Indian fisherman related stories how they make money this way, how the family all helped, etc. The children were most attentive and asked many good questions; (3) Indian mothers make Indian food in classroom for all the children to observe and eat (fried bread is greatly enjoyed by all)."

Blackfeet Montana Teacher

> "The earlier it is taught in the grades, the more it will be entrenched in their lives, and it will be more realistic to them. If a child is taught his culture in school, then he can pass this culture in the future on to his children. Many of our students' parents knew absolutely nothing of their culture or language."

SUMMARY AND CONCLUSION

The report showed overwhelming support from Northwest Tribal leaders, parents, students, State Departments of Education, local school administrators, and teachers toward developing a new reading and language system based upon Indian history and culture. The average percentage of agreement, either strongly agree, mildly agree, definitely yes or maybe in questions one, two, three, four, six, nine, ten, and eleven is eighty-seven. Here are those questions:

1. Do you agree that reading and language system for primary children based upon Indian culture and history is feasible?

   In Agreement 76%

2. Do you agree that a reading and language system for primary children based upon Indian culture and history could replace present systems (basal readers) being used in your schools?

   In Agreement 67%

3. Do you agree that a reading and language development system for primary children based upon Indian history and culture should supplement present reading systems in your school?

   In Agreement 85%

4. Do you agree that most minority group children need an alternative to the typical basal reading materials used in your school?

   In Agreement 90%

6. If an alternative system for reading and language development were produced would you be willing to have new materials in your school?

   In Agreement 96%

9. Would you agree to your school being a pilot school to test a new reading and language development system?

   In Agreement 83%

10. Would you recommend purchase of new reading materials from local revenue sources if they were proven to be effective?

    In Agreement 90%

11. Do you agree that Indian traditions, customs and beliefs should be included in reading books for primary children?

    In Agreement 96%

American Indians below 35 years of age and above 36 years support developing a new reading and language system based upon Indian History and Culture, thus, the Indian people who were raised by traditional Indian parents (36+) are in agreement with the younger Indian (35-), most of them not learning their tribal tradition. Together the Indian age groups supported the previous eight questions by eighty-nine per cent.

Questions five, seven, and eight indicate:

69% see evidence that minority group leaders support cultural content in the public school curriculum. (Question 5)

67% agree that Indian Tribes of the Idaho, Montana, Oregon and Washington have common culture bases that could be used in reading books. (Question 7)

53% believe local school districts included minority or ethnic culture in the curriculum.

The comments of all participants indicate a strong feeling about including culturally relevant material in public schools with Indian populations. The participants of the report agree that learning to read and write the English language well is important and that many children from minority populations need a better reading and language system.

Questions answered with overwhelming agreement are:

1. Will professional educators and decision makers accept and use an Indian-oriented set of primary reading and language development materials?

   #2 Question...positive 67% replace present system

2. Will Indian leaders and communities accept a set of reading and language development materials designed to develop all the skills and knowledge needed for school success by use of culturally relevant curriculum?

   #1 Question...positive 88%

3. Is it economically feasible to create such a system? How many potential classrooms with what number of students will potentially use such a system.

   #10 Question...positive 90%

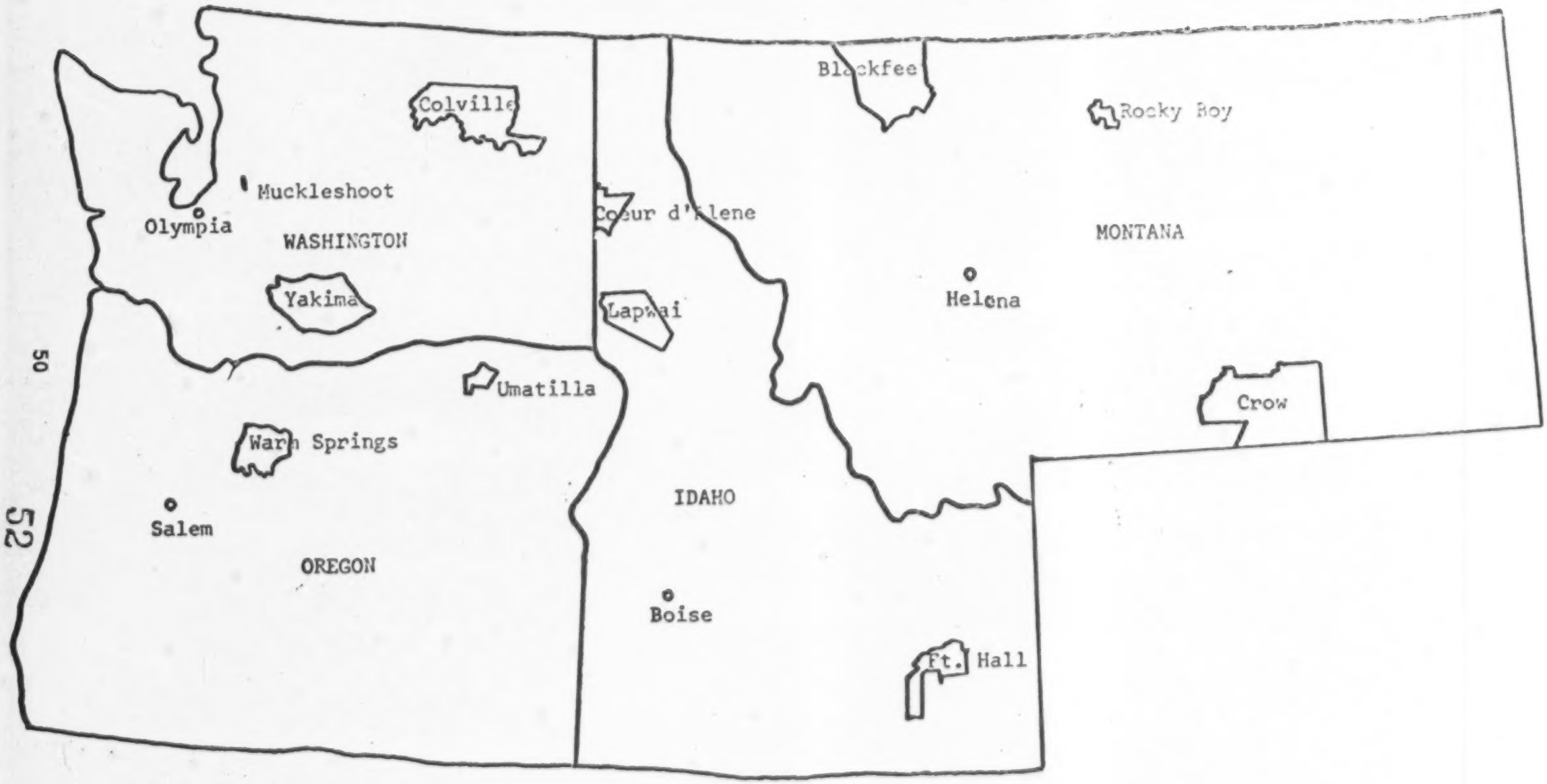
   All schools visited were over 20% Indian with the exception of Muckleshoot, Washington.

As a result of this research project the following recommendations are made:

1. That educators recognize the importance of including the facts of Indian History and culture in the curriculum to give the native American Indian his rightful place in the minds of America's school children.

2. That steps be taken to develop a system to include appropriate Indian cultural content in the reading and language development materials used by American Indian students.

MAP OF RESERVATIONS AND STATE CAPITALS VISITED



APPENDIX B

CHARACTERISTICS OF SURVEY POPULATION

CHARACTERISTICS

	FREQUENCY				
	IDAHO	MONTANA	OREGON	WASHINGTON	TOTAL
AGE:					
Under 18	0	1	0	1	2
Between 19-25	2	2	2	2	8
Between 26-36	3	5	1	3	12
Between 36-50	6	6	2	3	17
Over 50	2	2	4	4	12
	13	16	9	13	51
SEX:					
Female	7	8	3	7	25
Male	6	8	6	6	26
	13	16	9	13	51
MARITAL STATUS:					
Married	11	12	8	10	41
Unmarried	2	4	1	3	10
	13	16	9	13	51
RACE:					
Caucasian	3	6	5	6	20
American Indian	10	10	4	7	31
	13	16	9	13	51
EDUCATION:					
Completed Gr. 8	0	0	0	0	0
" Gr.12	4	6	2	6	18
Junior College	4	1	1	1	7
B.A.	2	5	2	4	13
M.A.	3	3	3	2	11
Ph.D.	0	0	1	0	1
Other	0	1	0	0	1
	13	16	9	13	51
FAMILY SIZE:					
No Children	0	2	1	1	4
1-2 Children	3	3	1	5	12
3-5 Children	8	8	4	6	26
Over 6 Children	2	3	3	0	8
	13	16	9	12[1]	50[1]
TYPE OF SCHOOL ATTENDED:					
Public School	10	10	5	12	37
Private School	1	2	1	1	5
B.I.A. School	2	3	2	0	7
	13	13[2]	9	13	49[2]
PRESENT POSITION:					
Administrator	3	8	4	6	21
Skilled Laborer	2	2	2	3	9
General Laborer	2	1	2	0	5
Housewife	1	0	0	1	2
Student	3	3	0	2	8
Other	1	1	0	1	3
	12[3]	15[3]	8[3]	13	48[3]

1 One respondent did not mark this item.
2 Two respondents did not mark this item.
3 Three respondents did not mark this item.